



**Chancellor's Graduate and Professional Student
Advisory Board (CGPSA)**

6-Year Retrospective Report: 2011-2017
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Introduction & Background

The Chancellor's Graduate and Professional Student Advisory Board (CGPSA) was created at the behest of Chancellor Linda Katehi in 2009 to increase communication between senior campus leadership and graduate and professional students at UC Davis. The board—historically comprised of 10-20 students representing a wide range of degree programs and student identities—works with the Chancellor to identify and report on issues of concern to graduate and professional students. At various points throughout its history, CGPSA has engaged with almost every campus unit at almost every level of leadership to accomplish its goals.

While the activities and achievements of the CGPSA board have been wide ranging, they remain largely undocumented and unannounced to the campus community at large. Indeed, even for those who directly engage as members of CGPSA, the lack of accessible documentation regarding past projects leaves future generations vulnerable to the reproduction of effort at the expense of forward progress. It is for these reasons that the following report has been generated.

The pages that follow contain an analysis of CGPSA activity, spanning from fall 2011 to spring 2017 (2011-2012 represents the first year of reliable record-keeping). Although documentation of the board's activity was not consistently maintained in this period, the available records provide enough context to identify:

- (a) Major trends in topics of interest for CGPSA boards across time;
- (b) Progress or changes to the graduate and professional student experience resulting from CGPSA reporting and advocacy; and
- (c) Topics or action items recommended by past CGPSA boards that have yet to be addressed/resolved.

Through compiling and analyzing the historical activities of CGPSA, it is the hope of this report's author that the trends, accomplishments, and continuing action items revealed within will inspire and guide future efforts related to improving the graduate and professional student experience at UC Davis—be it from CGPSA boards or from other campus partners who maintain a dedicated interest in advocating for the needs of one of the most vibrant and important communities on our campus.

Topics and Trends, 2011-2017

Although records of past CGPSA board activities have not been kept consistently—and no information exists on CPGSA prior to 2011-2012—it is possible to derive a few meaningful insights from the information that is available. Looking broadly at the subcommittee topics for recent CGPSA boards reveals a range of twelve issues spanning three general categories:

- 1. Academic Services:** subjects addressing degree program requirements, time-to-degree, research collaborations, and professional development
- 2. Student Services:** subjects addressing student life issues which impact academic success, such as housing security, financial support, and student identities
- 3. Administrative Services:** subjects addressing the structure and maintenance of the university and its associated administrative units

1. Breakdown of Trends

Using the subcommittee labels provided by each board allows for several kinds of thematic analysis. First is a basic listing of each topic, arranged alphabetically, and includes a chronological list of the CGPSA chairs who supervised subcommittee projects under each topic. Next is a graphic representation, followed by those same topics ranked by popularity (determined according to the number of subcommittees dedicated to each theme).

1.1 Subcommittee Topics and Associated Years

Campus Safety

Amandeep Kaur, Chair (13-14)

Diversity

Amandeep Kaur, Chair (13-14)
Erica Vonasek-Eco, Chair (15-16)
Sarah Messbauer, Chair (16-17)

Financial Support

Angel Hinzo, Chair (14-15)
Erica Vonasek-Eco, Chair (15-16)
Sarah Messbauer, Chair (16-17)

Hazardous Materials Transport

Erica Vonasek-Eco, Chair (15-16)

Housing/Student Families

Lisceth Cruz, Chair (11-12)
Roselyn Earl, Chair (12-13)
Amandeep Kaur, Chair (13-14)
Erica Vonasek-Eco, Chair (15-16)

Interdisciplinarity

Angel Hinzo, Chair (14-15)

International Students

Rosalyn Earl, Chair (12-13)
Amandeep Kaur, Chair (13-14)

Jobs

Amandeep Kaur, Chair (13-14)

Mentorship

Erica Vonasek-Eco, Chair (15-16)
Sarah Messbauer, Chair (16-17)

STEM Students

Amandeep Kaur, Chair (13-14)

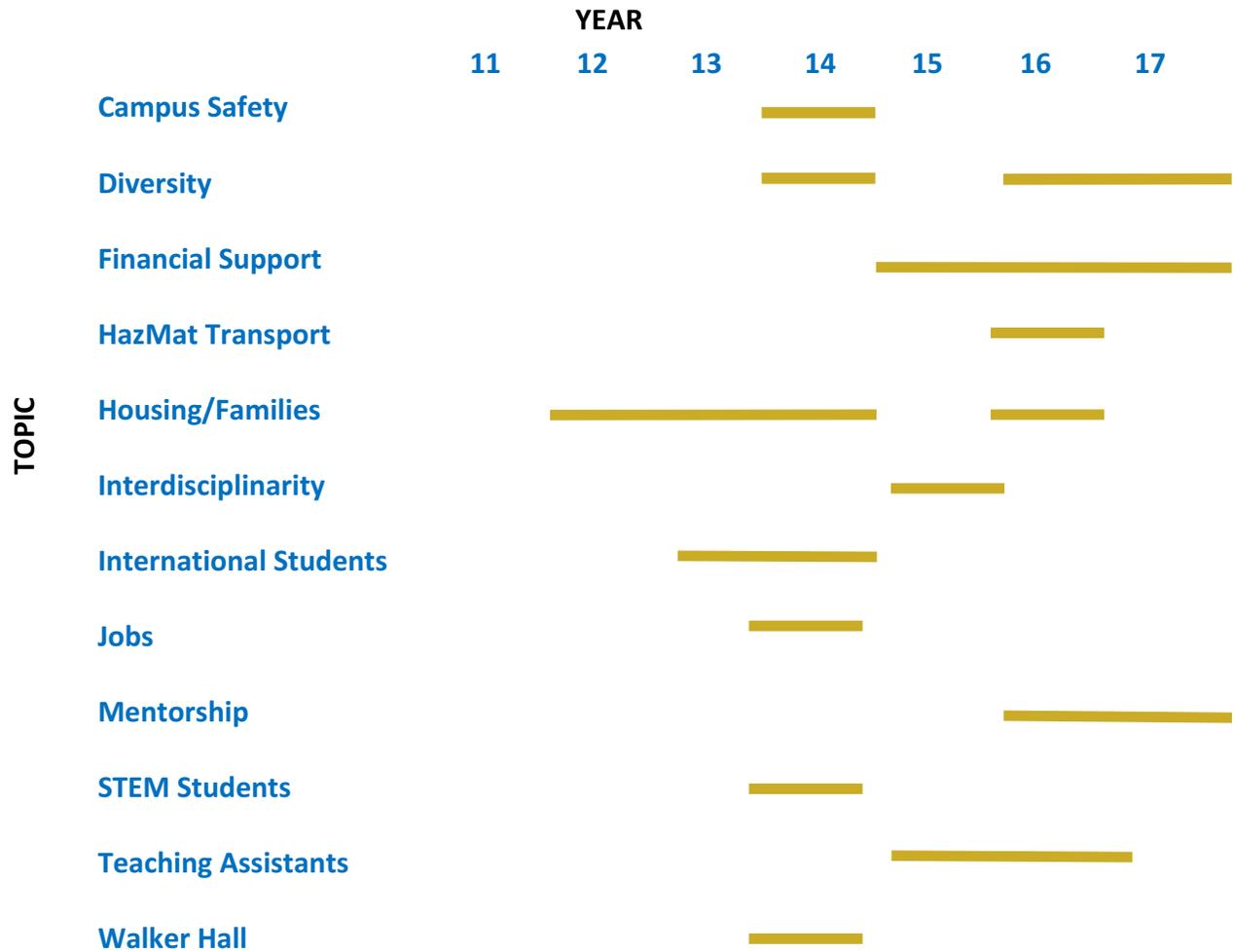
Teaching Assistants

Angel Hinzo, Chair (14-15)
Erica Vonasek-Eco, Chair (15-16)

Walker Hall

Amandeep Kaur, Chair (13-14)

1.2 Subcommittee Topics, Arranged Chronologically



1.3 Subcommittee Topics, Arranged by Popularity

- | | |
|---|---|
| 1. Housing/Families: 4 subcommittees | 7. Campus Safety: 1 subcommittee |
| 2. Diversity: 3 subcommittees | 8. HazMat Transport: 1 subcommittee |
| 3. Finances: 3 subcommittees | 9. Interdisciplinarity: 1 subcommittee |
| 4. International Students: 2 subcommittees | 10. Jobs: 1 subcommittee |
| 5. Mentorship: 2 subcommittees | 11. STEM Students: 1 subcommittee |
| 6. Teaching Assistants: 2 subcommittees | 12. Walker Hall: 1 subcommittee |

2. Summary of Findings

Worth noting in the above categorizations is the subjective nature of some labels. For example, although the 16-17 board addressed the general subject of “diversity,” a significant portion of

their efforts were geared toward providing international students with post-graduation employment opportunities. In this case, then, the board dealt not only with “Diversity” but also with “International Students” and with “Jobs.” This was the case with several board topics. Thematic nuances are explored in greater depth in the following section.

Emerging from these different framings are a set of observations related to the general interests of CGPSA boards as they have evolved and shifted over the past six years. While questions related to student families—particularly housing for those families—have been addressed most consistently over time by the board, other issues have ebbed and flowed with time. Although true trends will take several more years to confirm, it appears that issues related to diversity and finances are becoming a more prominent focus of CPGSA activities than was true in earlier years.

Activity Details by Year

1. 2011-2012

Chair: Lisceth Cruz

This is the first year for which reliable information on CGPSA activities exists. While there is no documentation on the range of issues addressed by this year's board, a recommendation report on graduate student families indicates that this was an area of dedicated research under Cruz's leadership. The report predominantly summarizes the findings of the *Childcare Subsidy Survey* administered earlier that year.

A complete copy of the report can be found under Appendix A (*May 2012 Childcare Subsidy Report*). A summary of the report is as follows:

1.1 Graduate Student Families

The main focus of the report was on childcare subsidies. At the time, the City of Davis provided the only childcare subsidies available to graduate students, administered via an all-or-nothing lottery system (participants either had 100% of childcare costs covered, or 0%). The survey was completed by 292 students.

Responses:

1. Only 11 respondents receive lottery funding
93.7% of respondents preferred equal, lower funding of all students rather than full funding of few students
2. 40% of respondents want to enroll children in on-campus childcare facilities (low interest due to high survey response rate from Sacramento students, who prefer to enroll in Sacramento facilities)
3. Common themes of survey comments related to the student family experience at UC Davis included financial burden, lack of community, limited access to daycare, and an unaccommodating environment for pregnant women.

Recommendations:

1. Extend subsidy for children to cover after-school hours, summers, and the Sacramento campus
2. Begin subsidy payments in September
3. Subsidize insurance for child dependents
4. Extend subsidy to all who qualify instead of lottery system

2. 2012-2013

Chair: Rosalyn Earl

Under Rosalyn Earl's tenure, the CGPSA board focused their efforts on supporting two historically under-supported graduate student populations: international students and graduate student families. Many of the activities of the graduate student family subcommittee were derived from the childcare subsidy report created by the prior year's board.

A list of original reports by the 2012-2013 board are listed under Appendix B (2012-2013 Reports), located at the end of this document.

2.1 International Students

The board focused on potential increases to Non-Resident Supplemental Tuition (NRST). CGPSA held a public forum (no date) to discuss the core issues.

Forum takeaways:

1. NRST reduces diversity and the impact of student stipends
2. Other universities don't charge it, therefore UC Davis should not either

Subsequent actions:

1. CGPSA organized a petition in November 2012 calling for the elimination of NRST. 850 students and 100 faculty signed the petition. It was also endorsed by multiple degree programs and student organizations.

2.2 Graduate Student Families

CGPSA organized a general focus group in February 2013 to discuss the student experience for Graduate Student Families.

Focus group takeaways:

1. Housing—limited communication/transparency regarding Parks closures, uncertain affordability/family-friendliness of new units, concern about maintaining old building maintenance during closure
2. Childcare — difficulties using subsidies due to income eligibility standards, limited facilities, facility location requirements
3. Maternity/Paternity Leave — limited communication about available programs, restricted to TAs + AIs, GSRs negotiate individually instead of benefitting from regulation

Recommendations:

1. Establish a permanent Student Family Liaison position

2. Create a Grad Student Family portal for current/prospective families as a recruitment/retention draw
3. Improve overall communication with student families

3. 2013-2014

Chair: Amandeep Kaur

2013-14 saw the largest number of CGPSA subcommittees in the six-year period surveyed (eight total). Of the eight topics addressed, six featured surveys of some kind.

It should be noted that while they didn't reach the general threshold of 10% of the total target population, the results provide valuable insight when combined with the qualitative comments received.

The full version of the 2013-2014 subcommittee reports recovered for this project are found in Appendix C (2013-2014 Reports).

3.1 Campus Safety

The board conducted a campus-wide campus safety survey, which received 173 student responses.

Main safety concerns:

1. Davis – traffic risks from distracted cyclists
2. Davis and Sacramento – travelling to and entering unsecure parking lots
93% felt safe in daytime, 69% at night
Lack of safety primarily during travel; only 10% in office/lab
3. Poor lighting across campus, lack of safety call boxes
4. International students don't always understand that there are two police departments (UCDPD and DPD)

49% of respondents didn't know how to file a police report (21% not sure, 30% did know)

Recommendations:

None recorded

3.2 Diversity

The board conducted a campus-wide diversity survey, which received 301 student responses over a 2-year period.

Responses:

1. "Are your overall needs at UC Davis being met? (79% yes, 21% no)"
Needs not met: Financial 63%
Housing 33%
Family support 24%
Health care 27%
Academic 67%
Community life 49%
Safety 13%
2. "Are you satisfied with your decision to attend UC Davis? (79% yes, 14% not sure, 17% no)"
Reasons: Lack of funding support
Lack of diversity in student body/faculty
Lack of dissertation support
Poor job prospects
3. There is an "overwhelming perception" that diversity at UC Davis is lacking
"Within students' home department or graduate group there is a significant number of students who feel their department is 'not diverse at all' (30%, 16%)
"Few students report their home department or graduate group is 'very diverse' (6%, 6%)"
"Students have serious issues in their home departments or graduate groups, related to TAing, advisors, and colleagues"

Recommendations:

None recorded

3.3 Housing and Families

The board conducted a campus-wide student family housing survey, which received 526 student responses. The goal of this survey was to determine the needs of graduate students and postdoctoral scholars with families in advance of the Parks redevelopment, and to determine the need for additional housing for graduate students and postdocs in light of the 2020 Initiative.

Results:

1. Of the 153 international student respondents, 44% of which reported the need for temporary housing upon initially arriving in Davis
Average time for required temporary housing was 1.3 months
2. Half of the respondents indicated that they do not plan on having children while enrolled in grad school (50.95%). 19% do plan to have children, 10% already do, and 20% aren't sure.
3. 39.54% of respondents indicated that the cost of living impacts their decision on whether or not to continue at UCD
4. 43.7% of respondents worry about money to the point that it affects their

work/studies

5. 39.17% of respondents rely on credit cards to make ends meet

6. 51.90% of respondents are unable to make any monthly contributions to savings

Recommendations:

None recorded

3.4 International Students

The board conducted a campus-wide international student survey, which received 383 student responses. They also hosted a discussion forum with students, faculty and campus leadership on international student needs.

Survey responses:

1. 27% of respondents report past or present membership in international student organizations

2. 53% of respondents report difficulties at UC Davis

3. SISS, SHCS, and Housing are the services used most frequently by international students

4. The CCC, SRRC, WRRRC, CAPS, and CVPP are the services used least by international students

The ICC reports low rate of engagement from international students

Forum:

1. Provost Hexter noted the need for more coordinated effort to support international students

2. Graduate Student Psychologist Thomas Roe noted that only 9% of international students used CAPS that year, compared to 19% of domestic students

Student response: It is hard to go to CAPS because it's hard to express feelings in a second language

Recommendations:

1. International students require more ESL support

2. NRST should be eliminated

3. Should be specialized/temporary housing resources for international students trying to coordinate a room rental from abroad [see family housing survey for more information]

3.5 Jobs Initiative

The goal of this subcommittee was to advocate for the creation of job fairs specifically tailored toward graduate and professional students in order to prepare them for a diverse range of careers. To accomplish this, the board administered an interest survey to 127 companies at an October 2013 job fair.

Results:

1. 82 companies indicated that they were interested in a graduate student career fair. 23 companies indicated that they might be interested, and 22 companies indicated that they were not interested or were only interested in undergraduates.

2. Based on these survey results, the ICC scheduled a graduate student recruitment event for April of 2014. Other developments included the start of UCD participation in the Virtual Career Fair hosted by the Grad Careers Consortium, and the ICC worked together with GradPathways to design workshops with industry experts on building & marketing transferrable skills.

Recommendations:

None recorded

3.6 Professional Degree Supplemental Tuition

CGPSA held a townhall forum to discuss potential increases to Professional Degree Supplemental Tuition (PDST) rates proposed for all programs.

Recommendations:

None recorded

3.7 STEM Students

The goal of this subcommittee was to establish a set of “best practices” to improve graduate education in engineering. There are no available records indicating what methods or actions were taken by the subcommittee to develop their recommendations.

Recommendations:

1. Create a new program to build pipelines for female graduate students in STEM with a focus on recruitment, admission, retention, and employment in the hard sciences and engineering. The scope should include pipelines for women interested in academia and those interested in non-academic careers (e.g. Engineering Leaders in Public Policy and Service)

3.8 Walker Hall

CGPSA conducted a survey to determine the interests/needs of graduate and professional students in advance of renovations to Walker Hall.

Recommendations:

None recorded

4. 2014-2015

Chair: Angel Hinzo

This board created one of the more comprehensive reports produced by CGPSA. These activities were in fact a follow-up to a request from the 2011 CGPSA board to look into the administration of graduate student financial support services. Unfortunately, no documentation related to that original request was recovered during the creation of this report.

A compilation of all available reports by the 2014-2015 board are listed under Appendix D (2014-2015 Reports), located at the end of this document.

4.1 Interdisciplinarity

The goal of this subcommittee was to encourage interdisciplinary networking among graduate students and the translation of research across campus divisions and disciplines.

Recommendations:

None recorded

4.2 Student Financial Support Administration

Spurred by a 2011 request from CGPSA, the Chancellor charged the Provost to explore the administration of graduate student financial support, leading to the following directives:

1. The revision of MyBill to increase clarity regarding charges/credits
2. Placement of signage at Finance Aid Office to demarcate the service window for graduate students
3. Creation of a new temporary position in Graduate Studies to provide comprehensive financial resolution assistance and advice to graduate students; this position is titled the "Student Financial Support Specialist"
4. Formation of a Graduate Student Support Administration Project workgroup to map administrative processes and identify challenges, propose technological solutions, and recommend an administrative model to ensure effectiveness and accountability

Recommendations:

The final workgroup report submitted in 2013 included 15 recommendations. Because of the timing of this report, the 2013 CGPSA board followed up on all 15 points contained within the report to determine the status of each recommendation.

1. Advertise short-term loan programs to students more effectively/broadly.

Updates: website revised to ease navigation.

2. Require an annual financial support letter to each student, outlining sources per quarter and providing decision dates on support not yet committed.

Updates: Associate Dean Calvert collected letters—mostly from incoming students—as examples of best practices in providing multi-year support. Annual support letters for ongoing students not a requirement/initiative, but TA/GSR appointment letters are required as of 9/2013.

3. Establish firm deadlines of entering awards and appointments into campus systems to ensure students are paid in a timely manner.

Updates: No hard deadlines were set, as this prevents students from gaining employment after the deadline has passed. But lots of emphasis on timely appointments (via policies, trainings, messaging to programs). Student Accounting worked with Banner to automate remission payments and provide faster account updates. Graduate Studies, Student Affairs, and BIA implemented an expanded GSR buy down program for second- and third-year international PhD students.

4. Provide cross-training and regular updates to staff within the organizations responsible for administering graduate student support.

Updates: Presentations at Week of Orientation and Welcome, Graduate Program Coordinator and Graduate Advisor meetings, and one-to-one training on GradTracks.

The staff of the Financial Aid Office noted decreases in over-awarded students, more communication between Graduate Program Coordinators and the Financial Aid Office.

5. Develop a financial support dashboard that shows the entire financial picture for a student and train staff in its use.

Updates: Graduate Studies IT group working with BIA to integrate financial support overviews into GradHub by May 2015

6. Centralize a common TA employment application via the web, and roll information from Banner to prefill sections of the application.

Updates: One department developed a software application for this process, which Graduate Studies and the Graduate Student Association were evaluating for campus-wide use.

7. Develop a Center of Excellence and a supporting website; continue the Student Financial Support Specialist position in Graduate Studies.

Update: The idea of a physical “Center” was explored in 2014 between Graduate Studies, Student Affairs, and Financial Aid. They determined it was not a viable option due to limited staff in Financial Aid and the inability to split staff without duplication of duties.

These groups did develop a financial hub website with a ticketing system for problems, and a set of training videos.
The support specialist position is now permanent; the position effectively operates as a hub in a fashion similar to the proposed Center.

8. Crosswalk the BANNER table fund code descriptions to ensure clarity in MyBill.

Updates: No directives or implementation groups created to develop this project
Separate efforts were undertaken to clarify MyBill.

9. Redesign the MyBill layout so it is clear that the current balance shown may be different from the balance due and due date.

Updates: A full redesign was not implemented due to administrative and staff limitations. MyBill now displays new messages targeted to graduate students to increase their understanding of bills and due dates, per the recommendation.

10. Implement timely communications and explore the possibility of quarterly workshops with certified tax experts.

Updates: No directives or implementation groups created to address this recommendation.

11. Allocate additional resources for the external fellowship application post-award processes.

Updates: A permanent External Fellowships Analyst position was created in 2013 to complement the existing, identical position.
The external fellowships website was revised to increase clarity.

12. Establish a common set of customer service principles for all units involved in the administration of graduate student financial support.

Updates: The recommended principles included optimum response times and adoption by all central campus units responsible for administration of graduate student financial support. No directives or implementation groups were formed to address this recommendation.

13. Develop a customer satisfaction survey and deploy it regularly.

Updates: Graduate Studies Financial Aid sent a 2014 survey to Graduate Program Coordinators, and is developing a general customer service satisfaction survey for 2015 in collaboration with the Administrative Officers for the Future program.

14. Combine the BANNER, PPS, and Accounting direct deposit processes in order to reduce a duplicate portion of the paperwork.

Updates: No directives or implementation groups created to address this recommendation.

15. The Provost should appoint a Graduate Student Financial Support Coordinating Committee chaired by the Dean of Graduate Studies to oversee and ensure implementation of these recommendations.

Updates: The group met once in 2013 to discuss the November 1st paycheck problem, which was embargoed due to the UC Path transition. The Student Financial Support Specialist was the coordinator, but became overburdened with work as the position became better-known. A second meeting has been scheduled for 2015 to assess progress to date.

4.3 Teaching Assistant Services

The goal of this subcommittee was to assess the perceptions of current practices and expectations for UC Davis TAs, in order to better support graduate students employed in these positions. An undergraduate student forum and an online Teaching Assistant survey was administered in spring of that year.

Results:

1. 25% of TAs received no first-year training
2. 92% considered it important to have access to “good, ongoing training”
Respondents sked for mentorship from experienced TAs, clearer expectations from faculty
3. There was a strongly expressed preference for department-level trainings, more formal evaluation metrics beyond student surveys

Recommendations:

1. Create a centralized resource portal for current and future TAs
2. Require departmental introductory training and orientation for all TAs employed under them
Require ongoing training
3. Increase TA training for students from the professional schools
4. Develop an opt-in assessment system for those interested in academic careers who want better feedback on their teaching
5. Assess possibilities for additional support for CETL and other campus learning centers

5. 2015-2016

Chair: Erica Vonasek-Eco

The activities of the 15-16 board were divided into two working periods under the administration of Chancellor Katehi and, later, the administration of Interim Chancellor Hexter. The first two committees—diversity and financial support—were presented to Chancellor Linda Katehi in early winter of 2016 as final reports. Following the installation of Ralph Hexter as Interim Chancellor, CGPSA adopted new foci on four subjects listed below. No reports or written records for those latter topics were recovered during the research period for this report, likely due to the instability following such a significant change in leadership.

A collection of available reports for the 2015-2016 board can be found under appendix E (2015-2016 Reports).

5.1 Diversity

The goal of this subcommittee was to increase the dissemination of information about diversity services for graduate students offered through the Student Community Center.

Recommendations:

1. Highlight a “graduate students” page on all SCC resource center websites, with links to and from Graduate Studies
2. Increase access to student listeservs for GSRs
3. Introduce GSRs during the Week of Orientation and Welcome, and again during the quarter. Solicit financial resources from Graduate Studies to fund these events.
4. Install pamphlets/info materials at locations more frequented by grads
5. Make a specific app for graduate students, similar to UCD Mobile; add a tile to the MyUCD app in the meantime
6. Host a conference for campus centers to come together and pitch ideas about graduate student retention; ideally have the Chancellor attend this event or produce conference reports funneled through the Undergraduate Research Center
7. Graduate Council should “do more to address poor/abusive mentorship than simply creating ‘good mentorship’ awards”. No specific recommendations for what else to do, the Graduate Student Association working group on Mentorship has already developed recommendations, but Graduate Council is not following them

5.2 Financial support

The goal of this subcommittee was to evaluate the current state of financial support services for graduate students, and to identify areas for improvement.

Recommendations:

1. Reconvene/reassemble the Graduate Student Financial Support Coordinating Committee. Members should include 3 CGPSA members, 3 GSA members, representatives from Graduate Studies, and representatives from Financial Aid. The committee should discuss the following:

- a. Which of the May 2015 deliverables were met, including the status of the GradHub development
- b. Administering a Graduate and Professional student survey on student satisfaction with UC Davis financial & payroll administration; the survey would go live in spring 2016
- c. Creation of a “financial support plan” document included, filled out, and approved by major professors in conjunction with the annual progress reports
- d. Drafting of a “customer service mission statement” from Financial Aid and Payroll administrations, to be used beginning with incoming 16/17 students

5.3 Mentorship

No documentation has been located describing the mission, activities, or recommendations of this subcommittee. One recommendation related to student/faculty mentorship is included in the Diversity subcommittee report.

5.4 Student Family Housing

No documentation has been located describing the mission, activities, or recommendations of this subcommittee.

5.5 Hazardous Material Transport within Campus

No documentation has been located describing the mission, activities, or recommendations of this subcommittee.

5.6 TA Applications

No documentation has been located describing the mission, activities, or recommendations of this subcommittee.

6. 2016-2017**Chair: Sarah Messbauer**

This is the most recent year for which final CGPSA board recommendations have been provided. This board focused on three topics—diversity, finances, and mentorship—and produced a collective final report available as Appendix E of this document (2016-2017 Reports).

6.1 Diversity

The goal of this subcommittee was to alleviate disparities for international and undocumented students in order to promote educational, professional, and social equity among graduate and professional students.

Areas of Research:

1. Investigating options to alleviate limited availability of long-term counselling during a time of increased demand
2. Exploring options to expand Immigration Law Clinic resources/campus-wide support
3. Documenting post-graduate career opportunity barriers for these groups and exploring strategies to remove these barriers using existing and/or additional campus resources

Recommendations:

1. Alleviate barriers to long-term counseling services
 - a. Improve/increase transportation options to Sacramento
 - b. Add clinical psychology program to graduate education offerings
 - c. Provide on-campus long-term counseling
2. Enhance law resources and campus community
 - a. Hire deportation defense attorney
 - b. Offer faculty-led undocumented student seminar
 - c. Increase UndocuAlly Educator Program participation
3. Promote career opportunities for international and undocumented students
 - a. Direct the Internship and Career Center (ICC) to create an International/ Undocumented Career Success Center, and hire a director to lead this program
 - i. Services to be offered: job search strategy seminars, networking events with startup companies, one-to-one advising
 - b. Build graduate/professional alumni community of specifically non-US citizens
 - i. Create mentorship program and referral pipeline

6.2 Finance

The goal of this committee was to improve financial security and solvency for all graduate students.

Areas of Research:

1. Examining current funding policies and salary scales used for Graduate Student Researchers (GSRs) and Teaching Assistants (TAs) across several departments to identify strengths and deficiencies
2. Comparing cost of living increases in Davis with increase in GSR and TA salaries over the last 10 years

3. Evaluating possibilities for extending the scope of university-backed low-interest loan programs for faculty and students

Recommendations:

1. Implement a guaranteed funding policy to ensure financial security
 - a. Offer five years of guaranteed minimum (“living wage”) funding for Ph.D. students and two years for Master’s students (by thesis)
2. Review and standardize pay equity policies within colleges
 - a. Standardize GSR scales within colleges
 - b. Conduct full review of GSR pay scale data collected by board for future use
 - i. Preferably completed by the Graduate Studies Policy and Data Analysis unit in the 17-18 academic year
3. Increase availability of—and access to—graduate student loans
 - a. Expand access to existing graduate student loan programs
 - b. Create a new type of loan for incoming first year students to assist with the transition to UC Davis

6.3 Mentorship

The goal of this subcommittee was to identify how to improve access to, and use of, mentorship resources at UC Davis.

Areas of Research:

1. Increasing visibility of existing mentorship resources and creating tangible incentives for faculty to use those resources
2. Expanding student-centric resources for graduate and professional students that address how to become a better mentee

Recommendations:

1. Create a Center for Campus Mentorship, under the Graduate Studies division
 - a. Hire two staff members (One 50% faculty appointment, one staff appointment)
 - b. Three areas of development:
 - i. Student Services
 1. Point of contact, matching and evaluation programs
 - ii. Information Management
 1. Website management, mentorship ‘Out List’ like that provided by the UC Davis LGBTQIA+ Resource Center, resource advertising
 - iii. Programming
 1. Mentee seminars, existing program support, annual report creation

Progress & Changes to Date

1. Updates by topic

Provided below are brief outlines of updates to the research areas and targeted recommendations identified by past CGPSA boards. Since the 16-17 report was released one month prior to the creation of this retrospective, information on recommendations from that board are excluded from this section due to a lack of updates.

1.1. Housing and Families

Maternity/Paternity Resources

The *Policy for Family and Medical Leave Accommodation for Graduate Students with Funding (GS2015-01)* was created in 2015 to address the lack of standardization for maternity and paternity leave across programs and funding types. This policy provides for the following guaranteed leave periods:

1. 6 weeks paid pregnancy/childbearing leave
2. 4 weeks paid child-bonding leave
For a total of 2.5 months paid leave
3. 4 months for unpaid pregnancy/disability leave
For a total of 4 months unpaid leave

For more information, see the policy website: grad.ucdavis.edu/current-students/employment/leave-accommodation

At present, no dedicated Student Family Liaison position exists on campus as recommended in the 2013 Family Focus Group report. However, there is now a centralized portal for student parent resources offered through the Worklife and Wellness program.

This site contains a range of information on resources specifically geared toward students, including links to relevant materials on the Grad Studies website as well as community-building resources, such as the Grad/Undergrad/Professional student parent Facebook Page. For more information, visit: worklife-wellness.ucdavis.edu/family_care/student_parent_resources/index.html

Childcare services

City of Davis: The Childcare Payment Program is administered through the Children's Home Society of California through three programs to eligible families in the state of California:

1. CalWORKS
2. Alternative Payment
3. Child Protective Services

Eligibility for these programs is highly restricted, meaning that most graduate student families are likely ineligible. For more details, visit the program website: <https://www.chs-ca.org/child-care-payment-program>

Davis Joint Unified School District: Offers a free pre-school program for income-eligible families. For more details, visit the program website: <https://preschool-djUSD-ca.schoolloop.com/state>

UC Davis: Offers two relevant childcare subsidy programs

1. Community-Based Care Grant (CBCG): need-based, provides \$600-1,600 per quarter based on the age of the child/children. This funding is not available in summer, and international students with non-work-eligible spouses cannot apply.
2. Graduate Student Child Care Grant (GSCCG): need-blind, provides \$900 per quarter regardless of financial need. This funding is available in summer, and international students with non-work-eligible spouses can apply.

For more information visit the program website: worklife-wellness.ucdavis.edu/family_care/children/childcaresub.html

Housing

Housing for both graduate student families and single graduate students is currently in process via the Orchard Park Redevelopment project. Once built Orchard Park will feature at least 200 two-bedroom apartments for families at a subsidized rental rate, and at least 700 beds for single graduate students at the prevailing market rate. Developers for this project are currently being interviewed, with final selection slated for September of 2017. The new housing will be available for lease by fall quarter of 2020.

Additional graduate housing for singles and families is planned for the Solano Park site as outlined in UC Davis's Long Range Development Plan (LRDP). This site will begin redevelopment following the successful completion of Orchard Park and the relocation of all Solano Park residents to Orchard Park. For more on the LRDP, click here: <http://campustomorrow.ucdavis.edu/>

1.2 Diversity

Student Community Center Resource Centers

Some of the centers now provide dedicated pages for graduate students on their websites, including:

Cross Cultural Center (CCC): ccc.ucdavis.edu/graduatestudents

LGBTQIA+ Resource Center (LGBTQIARC):

<http://lgbtqia.ucdavis.edu/connected/graduate.html>

Student Recruitment and Retention Center (SRRC):

<http://srrc.ucdavis.edu/programs/gaaap/index.html>

GSRs from the AB540/Undocument Student Center, CCC, LGBTQIARC, SISS, SRRC, and the WRRRC are introduced during Orientation at the GSO Resource Fair, and materials related to Center services are available at the GSA offices located in the South Silo as well as in the Graduate Studies reception area and GSADC desk, although materials are not consistently replenished and replaced.

GSRs also have access to general and grad-specific listservs through their centers; although Graduate Studies now maintains a direct-email list of all current graduate students, that listerv is restricted to high-priority items (determined as such by Graduate Studies staff).

Although there is no graduate student-specific tile on the MyUCDavis app, conversations about this addition remain ongoing.

1.3 Finances

Graduate Student Support Administration Workgroup

Points 1-5: No major updates.

Point 6: No common application workgroup; Aggie Job Link is supposed to be a repository for all open positions, though it's rarely used by students. Grad Studies created a filter for grad-specific on-campus work: grad.ucdavis.edu/resources-services/student-employment/job-listings

Points 7-15: No major updates.

1.4 International Students

Mental Health

Bai-Yin Chen began her appointment as the Graduate Student Psychologist in 2015. She speaks three languages (English, Taiwanese, Mandarin). No new statistics on international versus domestic use of CAPS has been released since the 2014 forum on international students.

Housing

A Facebook group for incoming grad students was established in 2017 for the 17-18 incoming cohort. It has been used predominantly to help incoming students connect with one another about housing opportunities. There are no formal numbers regarding whether or not this has changed the housing problem for international students, though anecdotally things seem improved.

ESL Resources

International and Academic English (IAE) hired a new services coordinator in 2017 who has created a clearer guide to English guidelines for TAs, and is in the process of evaluating and revamping ESL resources. Additionally the formal ESL courses currently offered through Linguistics will likely be moving out of that department and expanding offerings.

NRST

Not only has NRST not been eliminated, but there have been several incidents this year where international students were targeted for fee increases in whole or in part. This includes the SISS Administrative Fee increase, and the new Community-Based Care Grant restrictions.

That said, there are additional resources available to assist students with the NRST, including the NRST Fellowship program for post-candidacy students UCOP waiver program. More information is available here: grad.ucdavis.edu/financial-support/non-resident-supplemental-tuition-programs

1.5 Mentorship

Graduate Council Mentorship Initiatives

Within the past academic year, the Graduate Council has clarified its mentorship policies and initiated the development and pilot testing of an online Student Progress

Assessment (SPA) intended to encourage mentor/mentee communication in addition to tracking student progress. The online SPA pilot concludes in September 2017, at which point the redesigned report will become mandatory campus-wide.

Graduate Council has also worked with GSA and Graduate Studies to successfully lobby for mandatory mentorship training for all new faculty during new faculty orientation. The content of that training was developed in spring 2017 through collaboration between the above-listed stakeholders.

A webpage of resources related to graduate student mentorship has been added to the Graduate Studies webpage, accessible here: grad.ucdavis.edu/mentoring

An additional page on Problem and Dispute Resolution has been clarified and updated. That page is accessible here: grad.ucdavis.edu/current-students/support-resources/advice-consultation-students

1.6 Teaching Assistants

TA Training

Campus-wide TA Training is now mandatory for all incoming graduate student TAs. TA Orientation is held on the Monday and Tuesday of the first week of instruction, and focuses primarily on “big picture” perspectives on education and pedagogy. More information can be found here: cee.ucdavis.edu/tao

Graduate Studies also offers a “Crash Course for Fall TAs” during their campus-wide Graduate Student Orientation, focusing on practical skills and preparation needed for the first day, week, and quarter of teaching. A link to GSO is available here: grad.ucdavis.edu/orientation

Finally, several other programs exist to provide additional training and support to UC Davis Teaching Assistants. These include one-on-one meetings with Teaching Assistant Consultants as well as peer support and mentorship through the Graduate Teaching Community. For more information, visit <http://cee.ucdavis.edu/teaching-support/communities-grad>

1.7 STEM Students

Women in STEM

A pipeline program for women in engineering connected to the national Society for Women Engineers was founded 2012. For more information, visit: swe.engineering.ucdavis.edu

2. Conclusion

Although brief, the above summary of progress and updates to date highlights significant improvements to the graduate and professional student experience between 2011 and 2017. These accomplishments were achieved through close collaboration between CGPSA, GSA, Graduate Studies, and other invested campus stakeholders. This indicates that the likelihood of future improvements will depend upon the continued collaboration of these groups as well as the inclusion of major campus units identified as relevant according to the subjects being addressed.

Further information on recommendations that remain unimplemented—as well as suggested solutions or paths to solutions—are outlined in the following section.

Continuing Items

1. Action items by topic

As in the section above, the information below is organized according to subcommittee topic. Under each topic heading, a summary of the unresolved action item is provided as well as a brief recommendation regarding how the action item can be addressed—whether by CGPSA or by another interested campus stakeholder.

Due to the lack of available records for assessing gaps and proposing solutions, some subcommittee topics were excluded from the outline below. Available information on these subcommittees is located in the appendices.

1.1. Housing and Families

Action items:

1. Families: Student Family Liaison (SFL) position remains unfilled
2. Orchard Park Redevelopment: The redevelopment of Orchard Park remains in-process; design and construction will commence in fall 2017 for occupation by 2020
3. Long Range Development Plan (LRDP): The LRDP calls for expansive increases in student housing by 2028

Recommendations:

1. Families: Create a GSR position through HR or Student Affairs to fill the SFL role
2. Orchard Park Redevelopment: Recruit graduate students to participate actively in the oversight of the Orchard Park project through its completion. Advocate for a community oversight board to be created to ensure the proper management of the facility once it is built
3. LRDP: Advocate strongly for the inclusion of specific provisions related to increases in graduate student housing. At a minimum, this should include a signed Memo of Understanding (MOU) that the current Solano Park site will be maintained as graduate student housing following its redevelopment

1.2 Diversity

Action items:

1. SCC Websites: not all centers have graduate student-specific pages on their websites
2. Resource Apps: No graduate student apps or tiles on existing campus apps

3. Retention Conference: No record of a campus-wide conference on graduate student retention practices
4. Mental Health: Demand for mental health counseling is high, and there is a lack of specialized counseling for international/undocumented students
5. Legal Resources and Education: The campus does not have a deportation attorney; education resources such as the UndocuAlly Seminar need further outreach efforts
6. Employment: Employment for non-US citizens after graduation is challenging, leaving many students feeling unsupported in the pursuit of post-graduation plans

Recommendations:

1. SCC Websites: Encourage centers who do not already have one to create a grad-specific page on their websites. Ensure that Graduate Studies incorporates links to those pages in their website redesigns
2. Resource Apps: Continue advocating for the creation of a resource app for graduate students; possibly via a license with the Guidebook app for Orientation/First-Year student navigation
3. Retention Conference: Host a conference on campus, preferably during Chancellor May's inaugural year (17-18)
4. Mental Health: advocate for significant increases to mental health services available to vulnerable populations, including international and undocumented students
5. Legal Resources and Education: The Immigration Law Clinic (ILC) should hire a deportation lawyer on retainer; graduate students and faculty should be strongly encouraged to attend the UndocuAlly Educator training; faculty should develop seminars on undocumented students
6. Employment: Lobby the ICC to create an International/Undocumented Career Success Center and to build a graduate/professional student alumni community comprised of non-US citizens

1.3 Finances

Action items:

1. Student Financial Support Administration Workgroup (SFSAW): remains disbanded
2. Funding Guarantee: Graduate Studies has named the development of 5-year PhD funding guarantees a priority for 17-18
3. Pay Scales: GSR pay scales remain unstandardized; pending approval of state legislation, GSRs will be given the opportunity to unionize in the coming academic year
4. Loans: A gap remains in the availability of graduate student loans to assist with first-year relocation and summer pay gap expenses; Graduate Studies has begun

meeting with Financial Aid regarding the creation of a new class of loans to serve this purpose

Recommendations:

1. SFSAW: Reconstitute the workgroup and either (a) identify a new workgroup chair, or (b) provide full logistical and financial support to the current Grad Support Specialist in their capacity as chair
2. Funding Guarantee: Collaborate with Graduate Studies and other interested stakeholders to promote the 5-year-funding guarantee
3. Pay Scales: Work with Graduate Studies to approach the college Deans regarding the standardization of GSR pay scales within colleges. Contact the TA Union or as-yet-formed GSR union for collaboration purposes
4. Loans: Speak with Graduate Studies to determine how best to support the efforts at creating a new class of graduate student loans; reach out to the External Vice-President of the Graduate Student Association with information on the UC-wide policy regarding paycheck disbursements, and advocate for UCSA to lobby for adjustments to/flexibility in this policy

1.4 International Students

Action items:

1. Mental health: increase accessibility of services for ESL and international students (see also 1.2 “Diversity”)
2. Housing: Increase housing assistance resources for new international students
3. ESL resources:

Recommendations:

1. Mental Health: advocate for the appointment of a second part-time counselor for graduate students—ideally one who speaks Spanish fluently—to provide additional access to students
2. Housing: conduct another survey to determine current student need (especially in light of the recently-established Facebook group). Connect with Student Housing, Grad Studies, SISS regarding messaging and support services for international housing questions
3. ESL resources:

1.5 Mentorship

Action items:

1. Training: No mandatory mentorship training for current faculty
2. Tenure and Promotions: Mentorship is not evaluated as part of tenure and promotions processes

3. Mentorship Officers: Office of Campus Mentorship and Mentorship Officers outlined in 16-17 CGPSA report not yet created

Recommendations:

1. Training: Make mentorship training mandatory for all faculty, with a mandatory 'continuing education' course every three years
2. Tenure and Promotions: Lobby Academic Affairs and the Academic Senate to make mentorship evaluation a component of all tenure and promotions decisions. Consult with graduate programs that currently have these criteria for implementation templates
3. Mentorship Officers: Collaborate with Academic Affairs, Graduate Studies, the Office of the Provost, and other campus stakeholders to create an Office of Campus Mentorship with two Mentorship Officers as outlined in the 16-17 CGPSA report

1.6 Teaching Assistants

Action items:

1. Teaching Evaluations: Aside from student-produced assessments and informal metrics provided by Teaching Assistant Consultants, no formal mechanism yet exists to document teaching effectiveness for academic job portfolios

Recommendations:

1. Teaching Evaluations: Contact the CEE to determine what such an evaluation program might look like and what the resource requirements would be before lobbying for implementation with Graduate Studies

2. Conclusion

While significant improvements to graduate and professional student experience have been made over the past six years—due in no small part to the activities of CGPSA—unresolved recommendations can be found in almost all areas of investigation. As a result, future CGPSA boards should refer to this document before developing new initiatives to pursue, as the information contained within may guide them in the pursuit of their own interests and activities.

Appendices

Child Care Subsidy Survey Report

by the Chancellor's Graduate and Professional Students Advisory Board
May 2012

Statement of Need

The Child Day Care Survey was created with the intention of serving two goals:

- 1) determine how many graduate students have children below the age of two, and
- 2) determine how many of these student-parents are in need of financial support for day care in order to continue / finish their graduate studies

The graduate and professional student population is diverse in both age and family make-up, yet the reason for attending is universal: to obtain an academic degree to further their professional careers. Students with children have to juggle both the demands of their studies as well as childrearing. This time constraint is further complicated by the extreme financial burden of childcare. For most professionals, it is difficult to afford day care, but on a graduate student stipend it is virtually impossible, as the cost of day care is often higher than the cost of renting an apartment and can, in some cases, be more than the total stipend received per month. Currently, the predominant source of day care subsidy is by the City of Davis itself. For the students that qualify for the subsidy, a lottery system determines if they get subsidy that covers all costs or they get nothing. On campus day care is quite costly (\$1200/month) in comparison to off campus (approximately \$750/month). To date, no clear picture exists of how many graduate students are parents or how they arrange child day care for their children. This survey aimed to address these questions.

Method

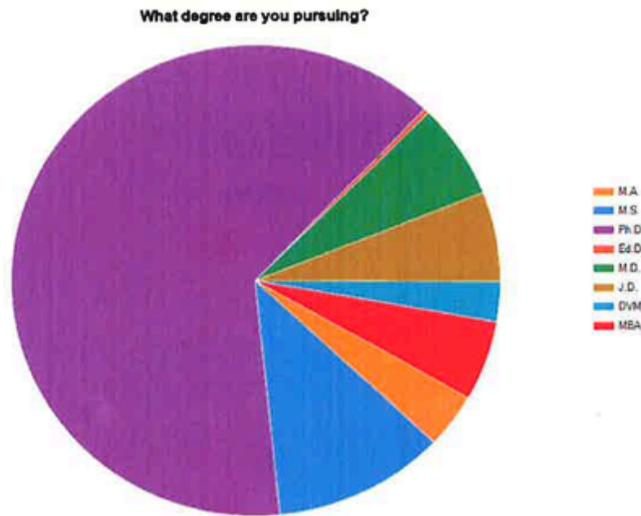
We created a web-based survey. Initially, we piloted the survey with a core of student parents to insure we were asking the appropriate questions and covering a broad array of issues pertaining to child care costs. After this initial test, we received input from key administrators on campus to insure we were capturing necessary data.

The survey was sent to various list serves aimed towards professional and graduate students. Specific targeted efforts were made to insure student parents received the survey. Each of the professional schools also distributed the survey among their student populations and targeted identified student parents.

Results

A total of 292 students responded to the survey. These students are pursuing a variety of different degrees (Figure 1), which is roughly representative of the graduate and professional student population diversity at UC Davis.

Figure 1: Degree pursuit distribution of survey respondents



Of student respondents, 142 currently have children under their care. At the time of the survey there were 142 families (Figure 3) with in total 200 children (Figure 2). Most families consist of one child, but there are many multi-children families (Figure 3). Many families have at least one child under the age of 4 (Figure 2), which means that many families have at least one child in Day Care and pre-school age.

Table 1: Where non-Davis resident students live

Location	Number of student	Distance to Davis (driving miles)	
Sacramento Area	44	15 to 47	includes Auburn, Elk Grove, etc.
Bay Area	21	55 to 105	Fairfax, Concord, Berkeley, Oakland, Emeryville, San Jose, Santa Clara, San Francisco
Davis surrounding	9	10 to 13	Dixon, Woodland, Winters
60 mile radius	3	about 60	Sonoma
Central Valley	6	101	

A fair number of these families live outside Davis (Table 1), most notably in the Bay Area and in the Sacramento area. Most of these families can be explained by the family composition: one UC Davis student and one working parent (54.2%), followed by one UC Davis student and one stay at home parent (19.6%). The two main reasons a parent stays home is either due to high cost of child care or if they do not have a visa to work (international student).

Additionally, 146 students responded that they are planning to have children in the near future. Of these, 86 students will either have or adopt a child prior to the start of the next academic school year, 2012-2013. The progress of these students in their respective degrees is unknown, but anecdotal evidence suggests that many of these students are close to graduate.

Figure 2: number of kids by age

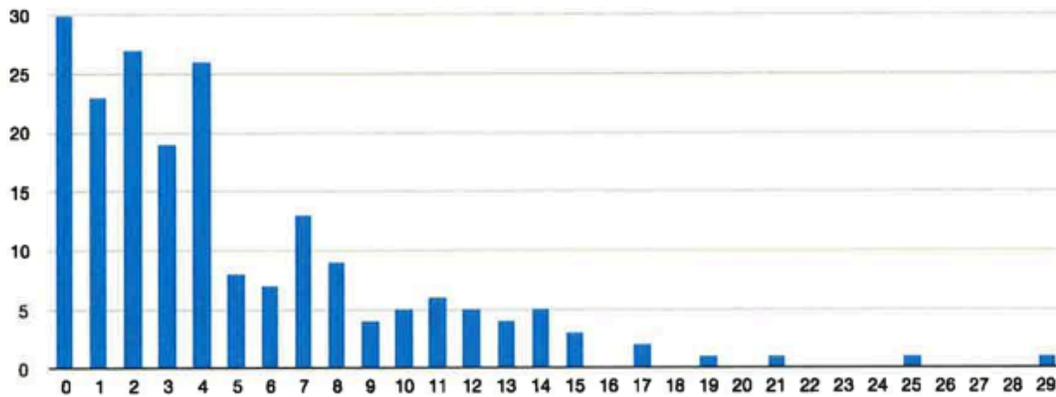
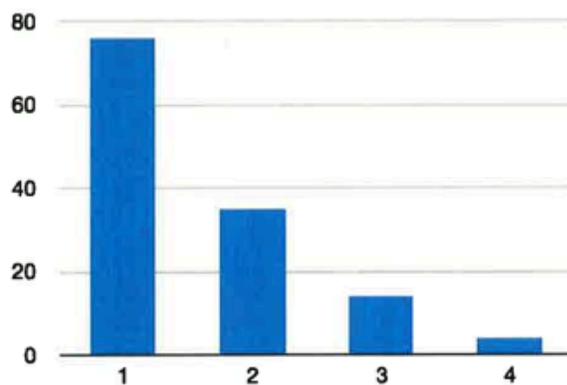


Figure 3: number of kids per family

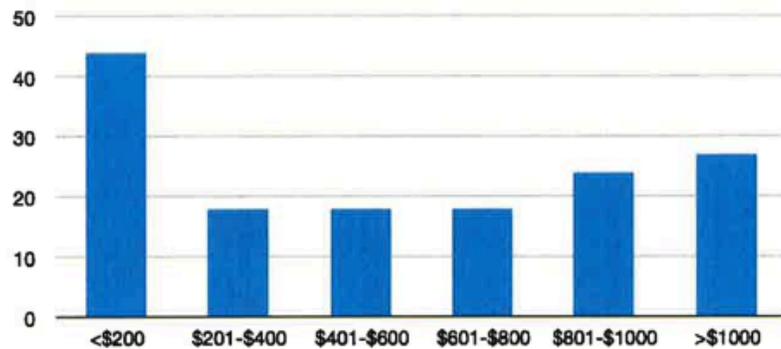


Of the students with families, only 26 enroll their children in an on campus childcare facility. The main reason why students opt out of on campus Day Care Centers because it is too expensive, even with subsidy covering 50% of the cost. Also, some locations have long wait lists, whereas many students with families live outside of Davis (Table 1). 63 students enroll their children in less expensive day care that is closer to where they live. For students with children in elementary school, approximately 38 pay out of pocket for after school care. Of importance there are 116 students who would prefer to enroll their children in childcare at on campus facilities.

Currently, only 11 students are recipients of the childcare subsidy administered through the City of Davis. Most student-parents cover the cost of child care through other means. Most notable, students reported that they (1) take out extra loans, (2) borrow money from relatives/ friends, and (3) take on another job. The total per child cost student-parents pay of pocket differs greatly families, ranging from \$200 to over \$1000 per month (Figure 4). With Day Care costing between \$700 to \$1200 per month per child, the lower spending is most likely for after

school care of pre-schoolers.

Figure 4: out of pocket cost for Day Care per child per month



Most students (174) report that they would seek child care subsidy if it was made available to them. If a subsidy is available, students overwhelmingly prefer (93.7%) a system where everyone was funded equally but partially, as opposed to a lottery system where some are funded 100% and thus others receive nothing. This point was accentuated in the comments: “I feel like we got the subsidy at the expense of other parents”.

Highlights of Study

Students were asked to provide feedback and alert us of other problems faced by student parents. 95 of the 292 respondents left comments, some of which were very detailed (see attachment). Here, we summarize the most common themes of these comments.

1. Financial Burden

Overall, the financial burden of starting a family during graduate school is often underestimated by most student-parents, and usually not because of poor budgeting. Limitations on the City of Davis Child Care Subsidy are a strain for many graduate students. For example, this subsidy does not cover the summer quarter, and UC Davis students who are in their 3+ year of graduate school cannot apply. Additionally, students with debt from college have limited opportunities for fellowships and grants that are controlled by the NIH.

The financial constraints on graduate students is such that they frequently have to take out loans to pay for child care. This doubles the debt burden on students who are already among the financially most vulnerable, as exemplified by this survey quote: “Looking back, we sometimes think it was the wrong decision for me to come back to school, because we may never recoup our investment.”

An additional increasing financial burden on graduate student-parents is the ever-increasing housing costs.

2. Lack of Community

The time constraints on student-parents is not limited to their graduate work. After classes or laboratory work, student-parents often need to return directly to their homes to take care of their children. This means that these students are often less involved with their fellow students and thus live a more isolated life.

3. Limited access to Day Care

Various comments from the survey mention long wait-lists for on-campus day care. Although this is a common phenomenon nationwide regarding day care, graduate students are paying an extra cost. By having to dedicate extra time to take care of their children, they either delay graduating (thus delaying entry into the job market) or, according to comments from this survey, quit graduate school altogether because of the excessive time and financial burden of child care costs.

In addition, the hours of operations of day care centers are a limiting factor for graduate students. Academic working hours are rarely limited to 9am-5pm business hours. Pre-school often closes much earlier than 5pm, which can force graduate student-parents to leave work early to attend to their children, putting graduate students' academic progress under additional time constraints.

Furthermore, emergency child care remains a problem. Emergency events can force one of the parents to stay home to take care of the child. In such a scenario, it is often the student-parent that stays home if the spouse has a paying job. The same is true when a child is sick and not allowed to attend day care.

4. Unaccommodating Environment for Pregnant Women

Most departments exist to provide an environment of teaching, which often excludes one supportive of graduate student-parents. This becomes most notable when a student is pregnant. While it is not uncommon for a pregnant woman to need to take some time off because of pregnancy, there are no legal mandates for graduate student maternity leave. Paternity leave is not even considered. One avenue of consideration to accommodate maternity/paternity leave is a pregnancy-related PELP.

Summary

There are many complexities surrounding graduate student-parents: low pay, long undocumented hours, college debt pressure, high and increasing tuition, expensive day care, and an overall unaccommodating environment for pregnant women. These issues highlight why becoming a parent often means jeopardizing one's academic career, especially when still in graduate school.

It is still unknown how many graduate students have postponed having children because of the additional financial burden of raising them during graduate school. Several survey comments from students mentioned that they are delaying starting a family because of poor coverage of pre-natal care by GSHIP and because the cost of dependent insurance is prohibitive on a graduate student stipend.

Recommendations

Stemming from the concerns and the information received by the report, we recommend the following:

1. Extend subsidy for children after school hours from 12pm to 5pm. Currently there is only privatized nonpublic care for after school hours.
2. Extend subsidy to cover the summer. Currently, existing aid only covers the academic school year. Students are still expected to work during the summer, with school being out (for older children), there is a greater need for care.
3. Extend subsidy to cover childcare facilities in Sacramento for students in Medical School or graduate students with labs in Sacramento.
4. Begin childcare subsidy payments in September. School for youth and childcare needs begin in September. Graduate students start and begin pay until October, financial aid does not disburse until October, however first pay check is in November. There is about 2 months of childcare for which students might not have funds readily available.
5. Look into subsidizing insurance for children dependents. Currently approximate cost per dependent per quarter is \$900.
6. Extend subsidy to all who qualify, even if this means less subsidy per child per family, rather than a lottery system.

Concerns for graduate & professional student parents

Please be aware that there are undergraduate parents on campus as well. Many are single parents - who are trying remove themselves (and their children) from below poverty level by obtaining their FIRST degree.

Financial support is very important to us! I hope everyone gets funded with enough money!

Current subsidy requirements only take gross income into consideration, which is an inaccurate evaluation of need. For instance, my husband makes a good salary, but his student loans and our mortgage put us on a very small fixed income budget, and childcare costs are extremely expensive and difficult for us to pay.

Were it not for the subsidy, I'm not sure we would be able to finish our doctoral work.

Care for infants, parent support groups,

There should be flexible childcare options available for graduate students on campus. I know graduate students who need only occasional childcare because they have partners who are also grad students and tend to need back-up care options.

Since graduate students often have flexible work schedules, it seems like an optimal environment for limited cooperative participation of parents in childcare, reducing the costs required for paid care workers.

As a graduate student and a parent the UC Davis Subsidy Grant has been vital for my stay at Davis. I chose UC Davis's offer over other excellent offers because of the UC Davis subsidy program. I would suggest that the UC Davis subsidy program be continued and that its rules be change to a scale that is more generous in terms of funding daycare for ALL kids, whether their parents are employed full time or half-time. Without the subsidy grant I would not be able to continue my studies at Davis and would be forced to take my research elsewhere.

Not enough availability at Davis day care

Breastfeeding a new baby has been a BIG concern of mine. In the school of education classes are typically 3 hours long and the breastfeeding centers are a slight distance. Classes never provided a break for me to pump or if I did I would miss information. I went all day without pumping most days I had class.

A child-care subsidy is a great idea! Since I'm thinking of being a parent in the near future, and living on a low salary (between my husband and I), this would be very helpful. The retention of parents (particularly women) in graduate school is extremely important. As a woman, this would make life a little bit easier as mom and a graduate student.

The cost of children care or baby sitters.

We were very pleased with the childcare facilities and very grateful that we were lucky enough to get the subsidy for all 3 of our kids while we were in Davis.

I hate to borrow more money for childcare. I could really use it, but I try not to, if at all possible.

Transport cost to clinical sites. Accommodation cost for students who live outside Sacramento

The subsidy is not available for graduate student parent who are on the third year (and onward). Although most of the third years are no longer taking coursework, workload in the lab (for eg) requires the student to spend most of their time on campus. I would like to recommend the subsidy is extended to all graduate students regardless of their years in the graduate school.

Please be sure to include uc Davis medical students in your discussions. We have no child care options on campus in Sacramento, which makes it very challenging for us. Thank you.

If I have kids in the future I would like aid in daycare

I feel that I am often unqualified for certain funding as my spouse stays home to care for our children rather than working full time. Although we don't pay for child care directly we do pay as we forego a salary to take care of them ourselves.

Poor insurance for graduate students' family

Family housing too expensive

My wife is a Korean national so she can't work and thus can't qualify for the extra loans. It would be great to have child care subsidy.

Time off for taking care of sick children

No system in place to find alternate childcare for days a parent must teach a class (or alternately, to find a replacement TA to teach a section if parent must stay home to care for a sick child).

uc funds should not be used to provide subsidies for child care, they should be used to teach students. People are free to have kids but not to expect others to pay for them.

Parking is difficult since most lots require a substantial walk. This makes both pregnancy and child-care more difficult.

Child care is necessary and it would have been nice to have this option sooner, thank you for looking into doing this!

1. What to do when children are ill (TA work/classes) 2. Some departments (EDU) don't allow GSR work to "count" toward 12 units required for full-time status (and subsequent aid/academic employment), while other departments do. This policy is both inequitable AND places an additional time burden on parents who must then juggle an extra course/workload to earn tuition remission or needed stipends. That additional workload is a barrier to student retention and well-being/health. If a student is conducting research as a GSR, I believe ALL departments should allow those hours to count toward their 12 units. 3. It would be nice to have a drop-in emergency childcare location/supervised play area for times when childcare falls through (3-4 h max?). 4. Childcare in Davis is both difficult to find and expensive (in relation to other nearby communities). It would be nice to have better communication with students about options, including those for before/after school care for school-aged children.

While the UCD child care subsidy during the 9 month academic year is a fantastic help, I wish there were funds for the summer quarter that senior DVM candidate students have.

My husband and I have felt unsupported as parents. I was surprised that the university didn't do a better job to support our financial needs or needs for flexibility of schedule. I have 3 children, and even when I was ranked in the top 10 in my DVM class, I was unable to receive any aid or scholarships for parents. The fees for tuition plus childcare are practically unbearable, and we are terrified about how we are going to survive with not only our massive tuition debt but the childcare debt. Looking back, we sometimes think it was the wrong decision for me to come back to school, because we may never recoup our investment. It's sad to say that, but the sacrifices made by a DVM parent, and their children, are unfortunately greater than I feel a family should have to make for a degree.

I want to breastfeed but I need to have access to the baby during the school day, I'm sure many other women would prefer to feed their babies breastmilk instead of formula if they could see them between classes in a school daycare

I would think that the amount of the subsidy being based on a needs analysis of the qualified students would be appropriate.

Hi there - thanks for doing this survey. I want to be perfectly honest in saying that I don't personally believe that the university (aka, the rest of the students and the taxpayers) should be responsible for subsidizing child care. Having children is a choice, and I believe folks should make that choice knowing the financial consequences. And more specifically, I don't think that everyone else (other students and taxpayers) should have to pay for that choice. I definitely believe we should be welcoming to student parents and accommodating to their schedules. But we should NOT subsidize their choice to have a child with our fees.

Having received the subsidy in the past (and also not received it do to the lottery system), I can say there are pros and cons to both a lottery system and spreading the funding evenly. A lottery ensures a more substantial (and therefore useful) amount to families. However, with that kind of system, so not every one who needs a subsidy for care gets it. Another important (and limiting) element of the UC Davis Child Care Subsidy as it was is that recipients had to use on-campus care. On-campus care, though very high quality, is more costly and less flexible. Especially if lowering the amount received by families, it would be wise to make the spending of such funds more flexible. **I have spent a lot of time and energy working with and advocating for graduate student families on campus and would be more than happy to offer more advise on this topic. Contact me, Colleen Hiner, at cchiner@ucdavis.edu if desired.

Child care is a huge one. The system of a lottery, where some families get 100% coverage and some get none, is terrible. At our old university, the child care program applied for CCAMPIS and therefore 100% of the funds went directly to subsidies and were spread evenly among the receiving parents. At UCD, we

have to wonder each quarter about funding, and we have to provide financial information (and even basic background information like race and program status) every quarter. I dread getting the letter--I've had to do this six times in two years, and there are always several rounds of paperwork. And although we were very grateful for the 100% subsidy, and desperately needed it, I feel like we got the subsidy at the expense of other parents--some of whom, I heard, dropped out of school when they didn't receive it. Also, where is UCD's commitment to quality child care? I don't understand why Hutchison gets so many financial breaks from the campus when their program--run by a multi-national corporation--is substandard and they can't keep full enrollment. The LaRue and Russell programs are fabulous, best-practice programs with good staff retention and good staff:child ratios. If you want to have "competition" and offer an alternative, that's great--but Bright Horizons? What kind of alternative is that? Why isn't a local child care provider getting to use that expensive space? The combination of the great child care we receive at LaRue and the subsidy will have a long-lasting impact on our family. Our child is thriving at LaRue and is more than ready for kindergarten. We know when we drop him off each morning that he will have a good day playing with his peers and being cared for by wonderful, qualified staff. That experience will be with him for a life time. And I'm earning my PhD, which will make a substantial difference in my ability to provide for my family for the long term. When I'm 60 years old, my family will still be reaping the benefits of this experience. We are so fortunate. Please work to make child care and subsidies available to as many families as possible.

UCD should fund to the family who send children to the family day care out side campus. On campus day care is \$1200 and off campus is \$750. Why is on campus very expensive? I want to take my baby to on campus daycare but I dont have money. So I have to take him to off campus daycare and never get subsidy from UCD. Moreover, the housing on campus increases every year especially this year increase \$50per month. They said that money will go to child care subsidy but I never get it. So sad.

The concern is how much it costs (a lot) compared to how much I get paid (not a lot).

Because the time committments of being a gradaute student are so rigorous, it is especially important to help support student parents in any ways possible.

flexible after school care to accommodate the changes in scheduling that occurs for student parents

I would have liked to have had a child by now but have held off in large part because of the lack of support for child care and grad students who are parents.

As a TA I have returning students some of whom have children. It seems that some of these students have night classes which makes it difficult for them to arrange child care services. I believe there is a need to have child services for the late evenings to accommodate for these students.

The health care for dependents does not have nearly the same coverage as health care for students. This is especially a problem for pregnancy and birth.

Because my husband has a job, our income is right above the threshold that would make us qualify for child care subsidy. I cannot express enough how challenging and economically stressful it is to pay SO much for child care and health care expenses for our family. Thus, I would strongly suggest to have a more holistic review of applications, where necessary monthly expenses are taken into consideration (such as health care). I know families who have a great deal with the child care subsidy because they get free child care and they also qualify for Healthy Families, so they pay nearly zero for health care. I find this very frustrating because families like mine, fall in the middle-income category that nobody cares to help. Ironically, families like mine end up with lower income (after child care and health care expenses) than the so-called "low-income" families.

If more people are able to get subsidy there should be more child care provided. Most UC Davis child care facilities have wait-list that is a year long. There should be more child care facilities at UC Davis.

No included dependent health care

Flexibility of child care as schedules change quarter to quarter.

Primarily financial support from both departments and the campus at large; also, establishing more family and parenting resources

Orchard Park is graduate student housing for parents with kids. The University is looking to tear them down and make the new apartments for singles with fewer green areas. This university does not offer sufficient housing for students with families.

Many classes in my department are offered evening hours, yet the childcare centers aren't open that late, creating a conflict. 2. Parenting is basically the equivalent of a part-time job, especially for mothers. It would be nice if the university was a little more flexible with units - such as allowing student parents to earn 8-10 units per quarter but still be considered "in good standing" 3. The hours of that early childhood lab school make it a hassle to utilize. It would be great if the center was open 5 days a week and for regular business hours.

I am currently pregnant, and am due in November. I don't yet know if I will need to make use of the child care subsidy--I haven't researched my own budget and my options thoroughly yet. I would be very happy, though, to know that if I need it, I would be able to get some help to take care of my child. I would be shocked and sad to know that any graduate student with children couldn't support his or her family--we should support families! We should help graduate students to lead normal lives! I believe

that subsidy programs like this make Davis more attractive to graduate students who know that they want to have children. It's unfair to financially burden graduate students so that they feel like they can't start families until after tenure (for many, this is much, much later than they would like to start!). I hope that if I need support, my university will help me to care for my child.

Adequate daycare access.

For years I have not been able to qualify for the child care subsidy. I would like a system where all UC Davis parents have an equal option for child care on campus, no matter if they meet the income requirements or not, for preschoolers as well as school aged children.

Health care for grown children in their 20's who are unemployed.

Day Care in Davis are very expensive

The cost of housing is increasing. We are living on campus because it was less expensive than other housing units, but it is becoming less affordable. Associated Parking pass costs are increasing.

Please support people who are being educated while becoming a parent, it is such an important part of our culture here at Davis. We are trying to exhibit compassion and it should start with the hand who rocks the cradle.

I have been looking at the GSHIP coverage for prenatal care and the addition of a dependent and both seem to be expensive. In my family planning, this is of concern to me.

I will be having children soon, and any financial help will be essential to my success as a student. Already, supporting just my wife and myself is requires me to find outside work while taking classes, teaching classes, and doing research.

Provide summer Child care subsidy for graduate students.

When considering becoming a parent while in graduate school, child care options are a high priority. Even though I'm not yet a parent, I appreciate the University's interest in this issue.

Health insurance eats up a huge chunk of our income. Due to a pre-existing condition, we have no choice but to enroll in dependents' GSHIP, which is good coverage but high-priced beyond belief.

lack of stability. Neither my husband nor myself know if we are going to be able to find a job during summer and fall 2012, in order to be able to afford to live during my pregnancy and after birth, which brings high levels of stress

I have now taken several surveys about childcare and subsidy programs. The plain fact is that grad students have children and we are not given wages that even come close to paying for the high costs of childcare. For many the subsidy makes childcare possible. In my case this is true. Not only that, but I can get excellent care for my child at LaRue cdc. This campus benefits from being family friendly and keeping student parents here and learning. More debt is not a appropriate answer to this issue, nor are these

questions designed to address another important issue this raises. The question should be to ask these grad students without children if they are choosing not to have kids because of the abysmal support systems available to student parents and/or lack of administrative and departmental supports. Being supportive of all types of families is beneficial to this university- why are we here at this school if not to raise the quality of life around us? All children should have access to quality childcare. Student, staff and faculty deserve to have places to breastfeed and pump breast milk. And please realize that it is a bit frustrating to keep having to spend time taking these surveys and going to events where people talk about whether childcare support is important or necessary. Let me be clear- it is important and necessary- we need to continue to provide a subsidy and the on campus centers need to be a part of these discussions.

It seems that the overall graduate program does not adequately account for the needs of pregnant grads in particular--the lack of maternity leave for grads essentially causes financial punishment for those who get pregnant in that if you need to take time off because you are pregnant, you have to pay extra fees while forfeiting your income. At the very least, there should be a separate type of PELP or similar status for pregnancy that minimizes or removes the fees.

Not full day childcare but maybe temporary like 1 or 2 hours may be helpful as well.

My fiance is pursuing his phd. If we were to have children I would really appreciate child care at UCD.

Financial aid incongruous with grad education, inadequate salary (just above welfare/food stamps), poor quality/expensive Davis housing options do not support grad students (12 month unbreakable leases only) or families (apts not family friendly/safe). Grad/Professional programs on campus are hostile to married/parent/returning students.

Make it available on campus and affordable!

I would like a funding system that would guarantee funding based on need (so that parents who are both grad students would have a chance to provide child care of the same level that other parents (one student, one working traditional job) would be able to provide.

Not enough readily available information on child-care programs.

In general, the time students are most likely to need childcare (because they have had a child while in graduate school), coincides with the time where it is challenging to get funding whether from grants or loan aid because you are at the end of your degree. I am currently not receiving any salary, and my husband makes a little less than ~\$50,000/year in a research position at UCD. We fall in the grey area, where we don't exactly qualify for most subsidies; childcare, housing or other, but can't afford full time child care, (which is necessary for me to finish my degree) and don't qualify for low interest federally subsidized student loans because I've been in school for over 4 years.

more information on grad studies website about childcare, parenting, resources, government funding, maternity leave. More breastfeeding pump rooms.

I think it would be great to start a support group for students with children. My graduate group recently hosted a get together at the farmer's market and people brought their kids. It was great to converse and commiserate with students in your same situation. Being a graduate student parent can be difficult because you often don't make relationships with your peers because you are sprinting home to be with your family. It can be isolating. I propose having graduate student with family oriented events, such as a lantern walk (where kids decorate lanterns) and we trek through downtown Davis or Movie night on the quad (like Davis movie night in the park). Or even a bbq. The last event for families was held in the middle of the day. This isn't feasible for graduate students...we work in the lab and our kids are at daycare. Thus we would have had to go get them, bring them to campus then trek them back to daycare after the lunch hour. 5 or 5:30 events are more feasible.

I've chosen not to have children at this point due to the lack of on campus child care and cost of child care in Davis.

Cost of childcare is very expensive and requires additional income to cover--either partner salary, second job (frowned upon by graduate groups and illegal for international students on visa), or receive additional financial aid. For our family and many others I know, financial aid is the only viable solution. But this option includes loans (I am carrying a balance >\$75,000 as a post-doc equating to ~\$1,000 payments per month) and prevents the student from accepting many internal fellowships or extramural support from NIH and other funding agencies as it violates several governmental regulations (according to the graduate group of immunology chair Dr. Nicole Baumgarth). If a student wishes to build his/her cv and become a more competitive young investigator, the only solution is to repay the Financial Aid Office the sum of the aid plus additional penalties--this happened to me and at least one other student in my graduate group. The difficult decision in forfeiting financial aid for a fellowship is knowing that one must find some other method to cover the costs of childcare (fellowship money is not transferable). This is a completely unacceptable situation and requires a coordinated solution that includes academic institutions, federal agencies in question and congress. I have a distinct disadvantage when applying for grants and fellowships to support my post-doc training as my biosketch is not as strong as those who were able to receive fellowship funding. This greatly impairs my ability to support my family and career development. Additionally, carrying the extra burden of student loan payments is difficult (all of my loans are now in voluntary forbearance, accruing additional interest, as the payments were impossible) and could easily have been lessened if childcare subsidies were available. Furthermore, the available city/county/state childcare subsidies are largely unattainable for most working couples since we do not meet the near-poverty-level income requirement. Short of creative tax filing, postponing marriage, or strategic divorce, a graduate/professional student with dependent(s) needing childcare has very little hope of managing without additional loans. Any program to support and fund current grad students with dependents in childcare must be enacted soon. In parallel, counseling and family planning specific for graduate/professional families and those considering starting a family must be a part of the process--especially for the latter group who, frankly, have very little to no idea how expensive children truly are. Another consideration is to offer campus-associated childcare programs specifically for grad/professional students with reduced fees, off-set by raising rates for non-UCD families. Frankly, I felt unsupported and ignored by UCD whenever I tried to find childcare solutions through grad studies and

financial aid offices. Having a family must not be mutually exclusive to a successful graduate/professional education or career.

My wife and I are due in July and would really appreciate additional support for childcare as we are both graduate students. I think there should be some prioritization based upon need of the family (overall income) and student status of both parents.

It seems there is no interest in help graduate students with families at all. Regulations and policies are not flexible and unrelated to the real needs of graduate students with children.

You guys have the worst system I have ever been a part of. I have attended schools from the community college level through the UCsystem and yours is by far the most convoluted and time consuming to figure out :(

I fully support any child care services for student parents (as well as faculty and staff) on campus

Would like a forum for grad students with children to net work and perhaps create a childcare coop

The less childcare I can afford the slower my progress will be on my dissertation. When our baby comes in the next couple months and I need to go back to teaching next year, we'll be able to scrape together enough for childcare while I am teaching, but I don't know how I'm going to be able to find time to work on my dissertation. I need the income and to be enrolled with teaching, but this is going to create a conflict I'm not sure how to resolve. The more childcare is subsidized, the more time I'll be able to afford for writing and the sooner I'll get my dissertation done. Since there has been enormous pressure for PhDs to be completed faster in the last few years, I would think it is in the universities best interests--even in terms of short term finances--to fully subsidize childcare needs.

Even though we receive subsidy, I am still paying over 600 a month on childcare. The childcare tuition at the daycares have increased every year, is it possible to stop the ridiculous increases by the daycare owners?

Now is really the time in my life where I should be having children biologically, but I am concerned about whether I would ever be able to get enough affordable childcare that I could both have children and finish graduate school.

When Orchard Park is razed and new family apartments are built here, please make sure there is a lot of open space in the complex for kids to run around on. Also, more family-friendly activities on campus, especially for families with small children, would be appreciated (and advertising so we know about them)

The cost of the UC Davis daycare is way too high for students to pay.

I am not a parent yet but plan on becoming one during my graduate studies. I'm part of a lab in Sacramento and I would like if more resources were available to grad parents who work at the medical center areas

The only problem I have is one that cannot easily be remedied - I don't get to spend enough time with my wife or children. Graduate school is busy!

UCD lacks a centralized resource (e.g. a website) that focuses on student parents and provides essential information to help them make the best choices before and during grad school. The availability of information about parenting resources is lacking in general.

Subsidy should be for all facilities not just those on campus and also for private childcare. Also should be made available for parent's paying for before or after school care.

I may have started a family as a graduate student if there was childcare funding available.

Cost to insure a dependent is very high.

Appendix B: 2012-2013 Reports



Graduate Student Family Focus Group

We held two focus groups on two different evenings in February at the Student Family Housing Complexes, Solano and Orchard Park. Approximately ten different families (about 30 individuals) attended both focus groups. Eight panelists including staff, faculty, and graduate students answered questions and listened to concerns of attendees.

Family Housing Concerns:

- Limited communication and lack of transparency about the Parks closure and anticipated costs to families through the transition process
- Concerns about affordability and family-friendliness of new housing developments
- Need for an adequate standard of living (in terms of Parks maintenance) during the closure process; difficulty in maintaining a cohesive community due to moving families around

Childcare Subsidy Concerns:

- Childcare is a significant expense in a student family budget, but it enables parents to thrive in graduate school
- Many graduate student families don't qualify for the subsidy because of the funding pool limitations. Families find it difficult to utilize child care subsidy due to:
 - Income eligibility standards
 - Limited capacity of centers for infant care
 - Facility location requirements
- Available funds are limited, so the subsidy only serves a small number of families

Family Childbearing Leave Concerns:

- Limited communication/outreach about this program
- Only available to Teaching Assistants and Instructors
- Graduate Student Researcher leave is unregulated, and GSRs need to negotiate with supervisors on their own

RECOMMENDATIONS:

- Create a Student Family Liaison position – an individual who is a resource for all matters related to student family needs
- Develop a Graduate Student Family portal for families or students planning a family, as a strategy to draw applicants to UC Davis and retain current students
- Improve communication strategies aimed at graduate students – dialog and transparency

“It would be good if the University was focused less on the budget, and more on the students' welfare.” -Solano Park Resident

“Whenever it comes down to student families versus business, the families always lose.” -Orchard Park Resident

“The University takes a very long time to change anything, but students' voices make a difference.” -Panel Member

Report on CGPSA's Non-Resident Tuition Forum

Report by International Graduate Student Issues Sub-Committee of CGPSA

Amandeep Kaur (Chair), ~~Katja Herges, Kasia Koscielska, Kayeh Zamani~~

Actual timing:

2:05 pm Introduction by Roz and ~~Kasia~~

2:10 – 2:22 pm presentation by Amandeep

2:23 – 2:32 pm presentation by Dean ~~Gibeling~~

2:32 – 2:35 pm questions for the Dean

2:35 – 2:41 pm remarks by Kelly Ratliff

2:41 – 2:44 pm remarks by Rachael ~~Goodhue~~

2:45 – 2:52 pm remarks by Ruth ~~Asmundson~~

2:52 – 2:55 pm remarks by Sarah ~~Ligday~~

2:55 pm Dean ~~Gibeling~~ left the table, listened by the door for a few minutes

2:56 – 3:25 pm open dialogue

3:25 pm closing remarks by Amandeep

Presentation by Amandeep, sub-committee chair of International Graduate Student Issues Committee

Non-Resident Tuition Fee (NRTF) causes problems such as decreased diversity, a smaller international graduate student population, and uncompetitive stipends as compared to competing public universities. Competing public universities do not charge NRTF to the research grants, which puts UC Davis at a disadvantage when trying to attract top quality students. The NRTF student petition by CGPSA was started in November 2012 to address the issue. The petition has about 850 student signatures and about 100 faculty signatures as of right now, including endorsements by multiple graduate programs and student organizations.

Remarks by the ~~panelists~~

~~Dean Gibeling~~: The campus has made efforts to fix the NRT problem. For instance, we purchased the buy down program, which allows a subsidy of 25% on the research grants to pay the NRTF of the student. Furthermore, NRT hasn't increased in the last several years.

~~Kelly Ratliff~~: State funding has decreased by 40%, so the campus needs to compensate for this loss, and international students bring additional revenue. Even though Proposition 30 has passed, the campus still deals with a deficit. The revenue from international students' tuition and fees is significantly supplementing this campus budget. The Provost just recently issued the budget letter and graduate student concerns are on the top of the list.

~~Rachael Goodhue~~: We need to carefully look at the incentives of waiving the NRTF. We need to distinguish what can be done at the campus level and at the system wide level.

~~Ruth Asmundson~~: We should encourage students from developing countries to apply to UC Davis, not just from China, Japan etc., from countries where parents can't afford to sponsor

their child's education. We should make sure that international students are treated fairly as they are an asset to our university.

Sarah Ligday: International Students are different as they face a lot of challenges in terms of adjusting to a new culture, environment, and being away from their support network. NRTF puts an additional strain on them. In last few years, the number of referrals to CAPS has increased. International students are stressed out when they have to extend their I-20 beyond the 3 year waiver date as they have to show proof of funding, i.e. they have enough funds to cover for their NRTF and the monthly expenditures. Some advisors don't have enough resources to cover their NRT beyond the 3 year waiver. In that case they have to rely on their families.

Questions/comments asked:

Q (Student/Faculty) to Dean Gibeling: A specific question about the recommendation "Do not charge NRTF once the 3 year waiver is over". How much money would that cost?

Q (Faculty): Why does the university allow discrimination of a specific group of students? How does this agree with the Principles of Community?

Q (Faculty): The NRTF is broken and we need to find a way to at least neutralize the situation of international PhD students.

Q(Faculty): What about implementing the UCSD model at UCD? UCSD neutralizes the situation when it comes to hiring international students as GSRs.

C (Faculty): Noted that students might stay longer if the waiver is extended indefinitely after advancement to candidacy. Stated that graduate education at UCD is not as good as it could be. Pointed out that changing the methods of financing will change decision criteria that go into the students' academic trajectory.

Q (student): Are we fighting the Administration or alongside them?

C (student): International students don't have a voice on this campus. The university makes us feel as if they are doing a favor by having us here.

Q (student): What can be done about the pressure to advance to candidacy early to qualify for the waiver?

C (Faculty): The university will lose money from both front and back if the NRT is waived indefinitely after advancement to candidacy. That will put additional pressure on students to advance to candidacy and that is the sickest part of this whole process.

C (Student): From the discussion, it seems like extending the waiver indefinitely might not be the best choice, but even if it's possible to add 2 more quarters of the NRT waived beyond the 3 year waiver, and perhaps another quarter of filing fee, it would give the students time to wrap up and alleviate the pressure to graduate. The best solution might be to waive the NRTF after some fixed no. of years, as this will not only alleviate the pressure to advance to candidacy, but also to graduate.

Q (Student): Compared to other peer institutions, why is UCD so expensive? It puts UC Davis at a disadvantage because the top quality students go to universities which do not charge NRTF to the research grants, like Purdue, Michigan etc.

Q (Student): What is the timeline we are looking at? How soon these recommendations will get implemented? The concern was it shouldn't take forever to get things going.

C (Student): The current policy causes a loss of the investment for the University by pushing students to leave prematurely. The final year of the PhD is the time when a student is most productive. But this 3-year waiver decreases our productivity. It's a loss to UCD when we could publish more as they hurry us up to finish.

Appendix C: 2013-2014 Reports

Appendix D: 2014-2015 Reports

**Streamlining Graduate Student Support:
The Graduate Student Support Administration Project**

Progress Report

April 2015

Background

In August 2011, the Chancellor's Graduate and Professional Student Advisory Board (CGPSA) apprised the Chancellor of the challenges they face in the administration of student financial support, including the perception that the units involved in such administration fail to effectively collaborate and that our campus was falling in short in meeting the customer service expectations of graduate students. The Chancellor requested that the Provost investigate this issue and the Provost directed the following actions:

1. Revision of MyBill to increase clarity regarding charges and credits.
2. Placement of signage at the Financial Aid Office that designated the customer service window specifically for graduate students.
3. Creation of a new temporary position in Graduate Studies to provide comprehensive financial resolution assistance and advice to graduate students (the Student Financial Support Specialist).
4. Formation of a Graduate Student Support Administration Project workgroup that was charged to map administrative processes and identify the challenges of administering graduate student support, to propose any technology solutions, and to recommend an administrative model to ensure processes work effectively and with accountability.

In April 2013, the Graduate Student Support Administration Project submitted its final report: *Improving the Administration of Graduate Student Financial Support*. The report identified numerous "pain points" in the financial support process and provided fifteen recommendations towards streamlining the administration of graduate student support. Enclosed is Appendix E from the final report which includes the short summary of recommendations.

The CGPSA recently asked what progress had been made on this streamlining project. Following is an outline regarding the progress to date on each recommendation.

1. Advertise short term loan programs to graduate students more effectively and broadly.

The Graduate Student Support Administration Project recommended that graduate students be made aware of the various loan programs and that Graduate Program Staff be trained so they could effectively advise their students. In response, Financial Aid revised their website and now, just three clicks from the main webpage for Financial Aid, loan programs for graduate students are advertised more clearly: <http://financialaid.ucdavis.edu/graduate/gradstudies/types.html>. Regarding training for staff, please see the progress update noted below in recommendation four.

2. Require an annual financial support letter to each student.

The Graduate Student Support Administration Project recommended that a support letter clearly state levels and types of financial support for each quarter, including dates by which decisions will be made about support that cannot yet be committed; such a requirement should recognize those elements that can be standardized and those that must be left unique due to the nature of individual programs. In the fall of 2014, Graduate Studies Associate Dean Calvert collected examples of financial support letters; most of these letters were directed to incoming new graduate students, but they were provided to all graduate programs as examples of best practices in offering multi-year support. These samples can be found on the Graduate Studies website: <https://gradstudies.ucdavis.edu/faculty-staff/student-financial-support/award-letter-best-practices>.

Annual support letters for ongoing students has not been made a requirement or initiative; however, both TA and GSR appointment letters are now required with in the revision of APM Appendix II-B effective September 2013 (see also next section).

3. Establish firm deadlines for entering awards and appointments into campus systems to ensure students are paid in a timely manner.

Firm deadlines were recommended to ensure that students are paid in a timely manner and that tuition and fee remission is posted prior to payment deadlines. When Graduate Studies launched a new policy on tuition and fee remission in 2014 and the revision of APM Appendix II-B on graduate student appointments, the need for timely entry of awards and appointments was included, and campus trainings were provided to staff that reinforced the importance of meeting deadlines. During the remission and II-B policy development process, it was determined that imposing hard deadlines would negatively impact students—if appointments were prohibited after the deadline, the student would be unable to gain employment and receive financial support. Training and outreach regarding timely entry of appointments continues to be an important component of addressing this recommendation in the absence of hard deadlines.

Student Accounting also collaborated with the Banner Tech Team to update the Tuition/Fee Remission “job” to automate the remission payment process and ensure student accounts are updated in a timelier manner. Additionally, Graduate Studies, Student Accounting and Budget & Institutional Analysis worked closely to implement the expanded GSR Buy-down program for 2nd and 3rd year international doctoral students that resulted in a smooth process for delivering additional student support.

4. Provide cross-training and regular updates to staff within the organizations responsible for administering graduate student support.

The Directors for graduate student support in Graduate Studies, Financial Aid, and Student Accounting have been meeting quarterly to discuss better collaboration strategies and to problem-solve issues. There has been internal training for staff in these offices and staff are making an effort to cross-train and collaborate.

There have been a number of trainings offered to general campus audiences, including: (1) presentations on financial aid and work study by the Financial Aid Office to graduate program coordinators; (2) collaborative presentations during Graduate Week of Welcome (WOW) on financial support by Graduate Studies and Financial Aid to incoming graduate students; (3) individual training on use of GradTrack\$ to staff conducted by the Graduate Studies Internal Fellowship Analyst; and (4) more outreach and training regarding policies developed to clarify financial support processes conducted by Graduate Studies staff. Student Accounting has conducted twice a year training for all academic advisors (undergrad and graduate) that covered the main functions of Student Accounting and any new issues; issues include: Financial Holds, 1098-T, MyBill, Payment Types, Deferred Payment Plan, Nonresident Tax Issues.

Likely because of these efforts, Financial Aid has noted a decrease in over awarded students. Graduate Program Coordinators are advising FAFSA-filing students with external funding awards to visit Financial Aid so that staff can adjust their aid proactively, not reactively after an issue occurs. A primary goal of the training is to have more Graduate Program Coordinators reach out to Financial Aid during spring quarter awarding. It is the desire of all to continue to increase collaboration and partnership and to understand each other's roles in order to better the graduate student experience.

5. Develop a financial support dashboard that shows the entire financial picture for a student and train staff in its use.

The Graduate Student Support Administration Project recommended that GradHub, the Graduate Studies web-based application that draws student information from Banner, PPS, KFS, and EDMS, be further developed to include student financial information. Currently, the Graduate Studies programming team for GradHub is collaborating with data analysts and programmers in Budget and Institutional Analysis to integrate the Graduate Student financial support overview reports into GradHub by May 2015.

A financial support overview graph will be displayed on each of the student's profile pages in GradHub. This graph will display the total support by term for the student compared against the average for the student's graduate program, and will also include the ability to break down the total support into 14 financial categories: competitive support, TA support (3 subcategories), GSR support (4 subcategories), fellowships/grants (3 subcategories), work study earnings, fringe benefit and student loans. Each of these categories would be accessible by term and compared against the average for the student's graduate program. An additional report will be available displaying all the students by graduate program by term, and all financial data will be restricted to staff and faculty in the same graduate program as the student is enrolled.

6. Centralize a common TA employment application via the web.

The Graduate Student Support Administration Project recommended that departments utilize a common application for Teaching Assistant positions that rolls information from the admission system and Banner into prefilled sections of the application. This would allow students greater ease in applying to multiple positions and reduce duplication of effort.

At this time, Graduate Studies and the Graduate Student Association are collaborating to evaluate a software application for this purpose that was developed by one department. The goal is to determine whether the software can be made available to the entire campus and to determine most effective strategy for deploying it.

7. Develop a Center of Excellence and a supporting website; continue the Student Financial Support Specialist position in Graduate Studies.

The Center of Excellence for Graduate Student Financial Support (Financial Hub) was explored in 2014 during early discussions of users in the Walker Hall Renewal Project. Student Affairs, Graduate Studies and Financial Aid participated in meetings to discuss what staff were needed to make the hub functional. It was determined that the hub was not viable due to limited staff resources in Financial Aid and the inability to split staff between offices without duplication of duties. Without the Financial Hub the supporting website and dashboard are now being pursued as noted in recommendation 5 above; there has not been an initiative to develop a ticketing system to resolve issues, nor to develop training videos as was recommended.

Graduate Studies has made the Graduate Student Financial Support Specialist position permanent and the position is staff by a very knowledgeable financial expert with universal access to campus student and financial systems. The Support Specialist works with other offices to resolve complex student support issues and provides advice to students, staff and faculty on a daily basis. As there are no plans for a financial hub, this position effectively operates as the hub and Graduate Studies is pleased with the outcomes the position has accomplished and the level of customer service provided to students on a one-on-one basis.

8. Crosswalk BANNER table fund code descriptions to ensure clarity in MyBill.

There has been no directive issued or implementation group formed to develop this project; however, there have been efforts to clarify MyBill (see next recommendation).

9. Redesign the MyBill layout so it is clear that the current balance shown may be different than the balance due and due date.

Both the Provost and the Graduate Student Support Administration Project endorsed a full redesign of MyBill. While a full redesign was not implemented due to administrative and staff limitations, MyBill now displays new messages targeted to the graduate students to help them better understand their bills and

due dates addressing the recommendation.

10. Implement timely communications and explore the possibility of quarterly workshops with certified tax experts.

There has been no directive issued or implementation group formed to develop this project.

11. Allocate additional resources for the external fellowship application post-award processes.

In 2013, Graduate Studies funded an additional permanent position to work as an External Fellowships Analyst to complement the existing identical position which added much needed support for the application, review and post-award processes. The website for external fellowships has been revised (<https://gradstudies.ucdavis.edu/current-students/financial-support/external-fellowships/apply-external-fellowship>) and is now a very clear about the process. In addition, a bulletin board outside Graduate Studies is devoted to explaining the external fellowship process.

12. Establish a common set of customer service principles for all units involved in the administration of graduate student financial support.

The Graduate Student Support Administration Project recommended the principles include optimum response times and be adopted by all central campus units responsible for the administration of graduate student financial support.

There has been no directive issued or implementation group formed to develop this project.

13. Develop a customer satisfaction survey and deploy it regularly.

While there has been no directive issued or implementation group formed to develop this specific project, both Financial Aid and Graduate Studies have made some progress independently. Graduate Financial Aid sent a survey in mid-to-late 2014 to Graduate Program Coordinators to assess partnership efforts and gather topics for training purposes. Approximately 50% of respondents indicated that their overall experience with Graduate Financial Aid staff was above average to excellent.

Graduate Studies has initiated its own general customer satisfaction survey in collaboration with the Administrative Officers for the Future project and hopes to deploy the survey in Spring 2015.

14. Combine the BANNER, PPS and Accounting direct deposit processes.

Due to employment law and campus policy and procedures, employment paperwork must be completed after any lapse in employment. However, the Graduate Student Support Administration Project recommended combining the direct deposit requests for BANNER, PPS and Accounting and Financial Services into one process so that a portion of the duplicate paperwork would be eliminated.

There has been no directive issued or implementation group formed to develop this project.

15. The Provost should appoint a Graduate Student Financial Support Coordinating Committee chaired by the Dean of Graduate Studies to oversee and ensure implementation of these recommendations.

In October of 2013, the Provost charged a Coordinating Committee for Graduate Student Financial Support. This group met once in the fall of 2013 to discuss whether the fall payment schedule for student employment salaries and fellowships could be moved up to mid-October rather than November 1 which would significantly benefit students. Unfortunately, with the campus' planned transition to UC Path for payroll, there was an embargo on changes to the current system and so the fall payment schedule could not be reprogrammed.

The organizer of the Coordinating Committee is the Graduate Studies Student Support Specialist and as this position became better known to campus personnel, it became more heavily utilized and the staff member had to direct her attention to pressing matters of resolving current student support issues. Therefore, coordination of this committee could not be a priority. A meeting is being scheduled for Spring, 2015 to assess progress in implementing these recommendations and identify appropriate next steps.

Teaching Assistant Services Final Report

Chancellor's Graduate and Professional Student Advisory Board
& Center for Excellence in Teaching and Learning

Spring 2015

Executive Summary

The Chancellor's Graduate and Professional Student Advisory Board (CGPSA) in collaboration with the Center for Excellence in Teaching and Learning (CETL) have conducted an undergraduate student forum and Teaching Assistant survey to assess student perception regarding current practices and expectations for Teaching Assistants at UC Davis in order to better support graduate students serving in the classroom and undergraduate student learning. During the fall quarterly meeting at the beginning of the 2014-15 academic year, the Chancellor tasked the CGPSA with researching conditions that make Teaching Assistants successful with recommendation to host a campus dialogue. As noted in the methodology section below, an undergraduate forum was held in addition to a survey for graduate student Teaching Assistants. A few central themes emerged from our discussions and surveys which are presented in the sections to follow.

Of the one hundred and ten graduate students surveyed, twenty-five percent (28) had not received any Teaching Assistant training during their first year. Ninety-two percent (101), however, considered it somewhat, or very important, to have access to "good, ongoing training." Many students suggested providing more online resources, work samples, and mentorship opportunities with more experienced Teaching Assistants and teaching experts. Having clear expectations from faculty and for students was also a common concern, especially with regards to performance feedback. Currently, there are no consistent or streamlined processes available to ensure grading is efficient, fair, and equitable. A centralized grading rubric by subject area or college could be incorporated as part of the solution.

While additional supplies, such as textbook solution sets or rooms for office hours were most commonly requested, Teaching Assistant requests encompassed the entire spectrum of teaching practices from lesson planning to teaching techniques. There was a preference for department level trainings to allow for more specific suggestions and tools. The committee also considered more formal evaluation metrics beyond the student surveys to incorporate peer-review and opportunities for recognition.

Recommendations and Outcomes

The CGPSA and CETL present four general recommendations for Teaching Assistant training. The first recommendation is to create a centralized online portal where Teaching Assistants can locate resources, meet and interact with more experienced Teaching Assistants, and share teaching materials. An online portal could be a cost effective method of increasing support and resources for Teaching Assistants at UC Davis. There would also be an opportunity with the new centralized online system to identify areas of growth and support for Teaching Assistants based on background, field, and teaching experience.

Given that Teaching Assistant training is not required in all departments at UC Davis, the second recommendation is to require departments and graduate groups to provide an introductory training and orientation for all Teaching Assistants employed in their department or graduate group; we also recommend additional ongoing training for returning Teaching Assistants. This training would be specific to the type of courses offered in the department or graduate group and would provide information about setting expectations, grading, and interacting with undergraduates. We encourage the University to provide resources and support for departments and graduate groups developing their training programs.

The third recommendation is to increase the Teaching Assistant training for the professional schools. There is currently extremely limited or no training provided to students in the professional schools when they work as a Teaching Assistant in another department or graduate group on campus. These Teaching

Assistants should be invited to department specific training when appropriate, or receive training from their home department or school.

The fourth recommendation is to establish an opt-in assessment system for those interested in pursuing a career in academia. An opt-in assessment system would reward excellent performance in the classroom

or laboratory and could provide a framework to assist graduate student Teaching Assistants in their professional development. Currently, the Graduate Studies Outstanding Graduate Student Teaching Awards are only available to a select few. Providing additional recognition to others without requiring a lengthy application process would help identify key talent, support graduate student professional development, and create a larger network of peer mentors and best practice sharing. The assessment system could examine various traits, such as: teaching skills, professionalism, ability to address student needs. Faculty could serve as a valuable resource in this system by increasing the amount of observation and mentorship they provide. Through this assessment system Teaching Assistants could build a ‘teaching portfolio,’ which is often a requirement on the job market, containing a summary of student evaluations, and recommendation letters from reviewers that could be used when applying to university teaching positions. The assessment system may also help improve the current state of Teaching Assistant programs and their reception by undergraduate students.

CETL Teaching Assistant Consultants are planning to incorporate feedback from this report to guide their annual workshop topics. In order to assist in implementation of these recommendations, we propose assessing possibilities for additional support for CETL and other campus learning centers.

Methodology

The CGPSA’s Diversity and Retention of Underrepresented Students (DRUS) subcommittee is tasked with examining issues faced by underrepresented students on the UC Davis campus. In the spring of 2014 the DRUS subcommittee conducted a survey of campus graduate students on the UC Davis campus. The survey identified challenges underrepresented graduate students face as Teaching Assistants in the classroom and laboratory. Based on these findings, and through various meetings with the Chancellor and the Dean of Graduate Studies, it was recommended that the DRUS subcommittee explore issues related to graduate student teaching and best practices.

The DRUS subcommittee planned and hosted two forums: (1) an undergraduate forum, discussed in section one and (2) a graduate student forum, discussed in section two. The “Undergraduate Forum on Teaching Assistants” was held in conjunction with the CETL on May 12, 2015. The purpose of the forum was to gather feedback from undergraduate students on their experience with Teaching Assistants.¹ A total of twelve undergraduate students attended the event and provided detailed feedback on four broad questions, listed in Appendix A, in a tabled discussion with moderators from CETL and the DRUS sub-committee. The undergraduate forum was advertised by the CGPSA committee, Student Assistants to the Chancellor, CETL, student centers, Student Affairs, ASUCD, and campus departments. The event was held at the Cross Cultural Center and was open to all undergraduate students.

A survey session for graduate students was conducted on May 15, 2015. At the session, eight graduate student volunteers canvassed at the Graduate Student Association’s (GSA) Coffee Bagel Donut Day, a gathering of graduate students on campus. Respondents completed a half-sheet paper questionnaire, listed in section two and in Appendix B. The forum was advertised through CETL’s listserv, the Student Resource and Retention Center, and GSA. An online survey was also distributed through CETL’s listserv.

—Moderators from CETL and the DRUS subcommittee compiled participant feedback. All undergraduate and graduate student participant names were held for condition of anonymity in these dialogues. The summaries from both forums were then used to outline key themes for Teaching Assistant support, described in the recommendation section of the report.

¹The forums also discussed in detail the role of the 'reader' and issues related to students interacting with readers in the classroom.

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Section One: Summary of Undergraduate Forum Findings

Feedback from the undergraduate forum can be grouped into issues at the beginning, middle, and end of a course. At the beginning of the course, undergraduates would like to have clear expectations set for the course. The expectations should be similar for the professor and the Teaching Assistant. The Teaching Assistant should be able to provide a syllabus for discussion or laboratory sections and a grading rubric for any assignments in the course. During the course, the Teaching Assistants should attend course lectures so that they are aware of what has been covered and can answer questions about course content. Also, Teaching Assistants should be reasonably available in office hours, by appointment, and over email. Ideally Teaching Assistants would be enthusiastic and knowledgeable about the subjects they are teaching. Toward the end of the course, Teaching Assistants should provide feedback to students on assignments so that students can improve their performance in the course.

Additional topics and concerns covered in the undergraduate forum are presented below:²:

1. Approachable and receptive to students questions or concerns
2. Set reasonable office hours, and be open to appointments with students who cannot attend scheduled office hours
3. Provide detailed comments on graded assignments so students can improve performance
4. Receive additional training on how to effectively communicate when a language barrier exists for the Teaching Assistant
5. Provide additional help for students with language barriers, such as international students
6. Conduct themselves professionally, respect diversity, avoid offensive jokes or statements
7. Receive a minimum amount of training, where they are evaluated on their ability to teach and explain relevant concepts
8. Actively seek to determine if the class is understanding the presented materials
9. University should invest in more tutoring services and provide more academic centers that can facilitate mentoring, learning, and teaching
10. University should more actively advertise learning services during undergraduate orientation and explain what the role of Teaching Assistants are in classes

Section Two: Summary of Graduate Forum Findings

At the graduate forum, graduate students were asked basic descriptive information about their home department or graduate group, the amount of time they have worked as a Teaching Assistant, and their experiences working as a Teaching Assistant. The graduate students' feedback is grouped into three categories: qualities of a good Teaching Assistant, necessary resources to work as a Teaching Assistant, and characteristics of good Teaching Assistant training. The most frequently described characteristics of a good Teaching Assistant were patience with students and enthusiasm for course content. Also highly valued by graduate Teaching Assistants is the ability to communicate with students and come to section or lab prepared to teach. The most commonly cited resource needed by graduate students to be a good Teaching Assistant was support

²Complete responses are contained in Appendix A

from the professor. The professor serves as a mentor, someone who sets expectations in the course, and someone who provides additional resources to the Teaching Assistant. Graduate students also request more online materials and resources, in the form of sample syllabi, textbooks, and other notes and lecture materials. Graduate students prefer Teaching Assistant training which emphasizes practical problems, practice, and is brief and concise.³

Basic descriptive information on the participating graduate students is presented below:

1. Are you a member of a department or graduate group? [N=110]

- Department: 72
- Graduate group: 38

2. How many years have you worked as a TA?

- Less than one 1
- One year: 45
- Two years: 21
- Three years: 17
- Four years: 14
- More than 5 years: 12

3. Would you consider yourself to be part of an underrepresented group?

- Yes: 34
- No: 74

4. Did your department or graduate group have any Teaching Assistant training during your first year?

- Yes: 82
- No: 28

5. Have you attended any other type(s) of Teaching Assistant training offered at UC Davis?

- Yes: 69
- No: 40

6. How important is it for Teaching Assistants to have access to good, ongoing training?

-
- Very important: 50

- Somewhat important: 51
- Not very important: 9

³Complete responses are contained in Appendix B

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Appendix A

Responses from Undergraduate Forum

What should the role of a Teaching Assistant be?

- To facilitate learning and understanding of material being taught by the professor (especially in large classes where it is difficult to interact with the professor)
- First point of connection to address questions or concerns of the class and to serve as a link to the professor
- Clarifying areas not fully explained by the professor (i.e. fill in the blanks) and expand learning by providing supplemental support for lectures, books, course materials and exercises
- Advise students how to study and prepare for exams to be successful
- Be a mentor to students, provide advice or opinions to students interested in pursuing graduate school, academia, or research
- Be an approachable person (particularly to international students who see professors as a form of authority and may avoid interactions with professors)
- Be able to have peer-to-peer relationships with students rather than professional/student relationships, and open to less formal discussions outside of the classroom

Describe a time you had a positive experience with your Teaching Assistant.

Identify characteristics that make a Teaching Assistant helpful.

- Teaching Assistants who are helpful, including being friendly, welcoming, and being receptive to your questions
- Teaching Assistants who set expectations for the class on the first day (for all coursework)
- Teaching Assistants who make their best effort to help students by quickly responding to emails or making themselves available by offering multiple office hours, schedule appointments, or meet outside the office (in a more relaxed environment)
- Teaching Assistants who are passionate about their subjects which helps motivate students, especially if they can teach subjects that are tailored to the student's interests

- Teaching Assistants can show enthusiasm by inviting students into the research process, sharing their personal research experiences or describing their participation in conferences or presentations
- Teaching Assistants who summarize the major points of each lecture and offer review sessions before exams
- Teaching Assistants from the same field of study they teach in and are well acquainted with the program or department so may advise the students
- Teaching Assistants should have a good communication with the professor, are familiar with the grading standards of the professor, and can advocate for students to the professor (some Teaching Assistants do not want to challenge the professor)

- Teaching Assistants who are supportive and understanding of students schedules (those who work or have many classes) and do not interpret students' actions as lazy should they miss class or be late
- Teaching Assistants who make social media page for courses, and puts up relevant items, articles, engages with the students online

What are some challenges you have experienced in the classroom, or laboratory?

How has your Teaching Assistant supported you during that time?

- Teaching Assistants are clear about what their expectations are of students on the first day
- Teaching Assistants successfully communicate to students why concepts and topics are important and why they are learning them
- When Teaching Assistants make an effort to teach students by preparing in advance, knowing the material, and successfully communicating it to students, rather than just reading off of lecture slides
- Teaching Assistants who provide detailed and effective comments, feedback, and direction on assignments so students can improve future assignments
- Teaching Assistants who send notifications and reminders about assignment changes
- Teaching Assistants who went out of their way to teach students who had difficulty learning material by meeting on weekends or via Skype
- Teaching Assistants who provided analogies to facilitate learning difficult concepts, making the material relatable
- Teaching Assistants who connect the lab to the lecture in science classes, understanding "why" it is important
- Understanding student schedules, some students work full time jobs or have families, working with the student to setup appointments outside of office hours or via email
- Teaching Assistants were very helpful in addressing and fixing a problem where one student took too much responsibility in a group project

In what ways do you feel your Teaching Assistant could have more effectively supported you?

- Rubrics need to be established so that students are graded based on a standard, especially in classes where the grading is subjective (ex- English/literature); often times some Teaching Assistants grade

very easy and others grade very hard, when this is brought up to the professor they simply state that they cannot do anything because it is up to the Teaching Assistants

- Would be helpful if Teaching Assistants and professors met prior to class to make sure standards are on par with one another, especially for grading in humanities
- Teaching Assistants often fail to clearly state the expectations of the class, Teaching Assistants should be clear about what they expect making sure to address all students and making the students understand how the class, assignments, and group work is conducted (what will I provide to you, what do you need to give to me?)
- Some Teaching Assistants fail to summarize what has been covered in class lecture or in section

- Teaching Assistants should take courses on how to teach, being knowledgeable does not necessarily translate to being a good teacher
- Teaching Assistants should actively seek if the class is understanding by asking students and making sure all students are engaged and participating
- Some Teaching Assistants are very passive in communication-you can e-mail me, you can find the answer, instead they should be proactive-let's discuss this now, let me explain this concept in a different way
- Teaching Assistants fail to provide input on why an assignment/exam was graded in a certain way (no feedback), Teaching Assistants should provide feedback and how to improve in the future
- Teaching Assistants who are not required to attend lecture have difficulty answering lecture-related questions or leading discussions relevant to the lecture
- Classes may use readers who are not required to go to class which can affect the student's grade if the reader is unaware of what was discussed in class, furthermore these individual cannot be contacted to discuss grade or provide tips on how to improve future assignments
- Some students are afraid to speak in discussions and should not be graded badly for it, Teaching Assistants should provide an alternative approach such as writing if students do not want to speak
- Some Teaching Assistants fail to address how labs relate to the lecture, leaving students confused
- Teaching Assistants should be enthusiastic in teaching to help engage students, especially in difficult subjects
- Teaching Assistants may have language barriers making it difficult for them to communicate effectively to the class and thus affecting or sometimes confusing students, these Teaching Assistants should be provided with additional Teaching Assistant training; additionally, Teaching Assistants may consider dividing the class into small groups and speak to each of them or giving more handouts
- Similarly, some students may have language barriers, such as international students, and Teaching Assistants make no effort to help these students when they ask for help; Teaching Assistants should offer one-on-one time with such students, explain things slowly, or ask if the student understands what is being discussed
- Teaching Assistants should consider disabilities (Dyslexia, color blindness, learning disabilities) and be able to support and understand student needs
- Language or culture barriers may cause difficulties in translating concepts which can be interpreted differently; the professor or other Teaching Assistants should be attentive to such issues should listen to students who have such difficulties (no specific example provided by student)

- Some Teaching Assistants make racial or sexual jokes to be funny, they may not intend to be racist or sexist but they impact the students opinions of the Teaching Assistant, and demonstrates lack of professionalism–Teaching Assistants need to understand student diversity and show respect for diversity
- Some Teaching Assistants are very unprofessional and do not place any interest in student concerns (i.e. have attitudes as if they have better things to do) and refer students to lecture notes, books, or references rather than to speak to the students personally and explain a concept or topic the student does not understand

- Arguments can erupt in a discussion and some Teaching Assistants do not intervene, Teaching Assistants need to stop things by changing the topic or telling the students they are going off tangent if the discussion goes off topic
- Teaching Assistants should establish “classroom principles of community” and hold students accountable
- Teaching Assistants or Professors who teach courses assume students already know background knowledge (ex- civil war); Professors need to provide background information or materials for international students

What other resources do you access outside of the classroom to support your learning?

Internet, academic and non-academic sources

- YouTube, some professors have channels
- Spark Notes
- Wikipedia, as a starting point
- JSTOR
- Khan Academy, especially for math topics
- Professors social media: Facebook or Twitter
- Professors’ research or teaching websites
- Google Documents and other collaborative documents online
- University Centers: Student Academic Success Center (workshops, academic specialists), Women’s Center (Math Café and Chemistry Café), Cross Cultural Center (have student organizers or communicators who can provide advice on the class)
- Ask other students taking the same class
- Study groups to pool knowledge
- Group chat on Smartsite, especially when the professor or Teaching Assistant is a member of the group

- Textbooks or Instructors citations in lieu of textbooks
- On-campus tutoring (for larger classes, when offered, not offered for all courses)
- Private tutoring
- Learn about resources at orientation, during RA training, or advertising on campus
- Departmental seminars or lectures (suggestion: having a centralized campus wide calendar with all public seminars, talks, lectures)

Appendix B

Responses from Graduate Forum

What do you think are the most important characteristics of a good Teaching Assistant?

- Passion and motivation for teaching
- Know material, be approachable
- Good communication, answers questions
- Able to communicate well with students
- Patience
- Attention to students
- Organization and time management
- Enthusiasm for the material
- Teach students in a way so that they can learn well
- Accessible, prepared, professional
- Patience and preparation
- Organized, accessible, good at facilitating discussion, responsive
- Responsibility, classroom management
- Responsive to student needs, clear understanding of course breakdown and expectations of students, communications skills, engagement
- Good understanding of the material; ability to explain the material in a variety of student-accessible ways
- Student-focused; organized

- Patience and good understanding of the course material
- Enthusiasm ability to diagnose student learning and alter behavior if necessary
- Competent; knowledgeable
- Enthusiasm about material and teaching
- Engaging
- Focused, engaging, detailed, friendly, consistent, authoritative
- Being able to listen and be responsive to student questions
- To enjoy teaching
- Relatable to students along with being excited about the material

- Passion for the subject, time to commit to students and the role, support from professor teaching class, they should accommodate Teaching Assistants' time and schedules, amend tasks if needed, make grading an easier process
- Patience, willingness to help, ability to approach/understand problems from several angles
- Good communication, sense of student progress
- Good communication skills
- Someone who cares, works with students
- Good rapport with students, ability to see things from a critical perspective
- Genuinely in the position for student mentoring, organized, understanding, knowledgeable, good communication skills
- A good Teaching Assistant should care about their students, and make grading and office hours a priority over other work
- Ability to communicate with students
- Previous years successful Teaching Assistant experience
- Staying on top of the class and what is going on
- Understanding what parts of the lecture students have trouble understanding
- Pay attention to students and their needs, provides an environment where curious students feel free to ask questions
- Responsive, attentive, fair and accurate grader
- Willingness to help students and ability to explain expectations and concepts
- Well paid; well supported; focused on their students learning
- Organized; considerate of students; competent; common sense; dedication; minimal language barriers; preparation; knowledge of material
- Want to help the students and know the subject matter

- Practice knowledge and preparation
- Clarity, timeliness, responsive
- Be responsible and resourceful; and go to less trainings
- Amount information per unit of time that students understand and hopefully remember
- Classroom presence and mastery of the material they are teaching; building respect between Teaching Assistant and students is very important and Not emphasized enough
- Patience, organization, empathy, good communication skills
- Knowing the material, safety, knowing structure of class

- Happy, fun, a good teacher, confident
- Motivation to teach, passion for subject, good training on subject matter
- Patience, clear communication
- Being a liaison from professors to students; providing time and clarification for important concepts related to the course
- Time, commitment, passion, dedication
- Has some training in how to teach
- Be prepared, clear and approachable
- Well prepared, warm
- Organized, responsive, knowledgeable
- Be communicative in sessions as leader
- Approachable to students, be friendly and enthusiastic, control class to achieve class goals
- Create a safe, open classroom environment where students feel free to talk and be themselves; student-centered classroom (i.e., it is not all about you)
- To come to class prepared and to anticipate what students need to learn
- Resourceful, dynamic, an excellent teacher
- A good TA needs to out-think the institutional logics that hold back effective pedagogies. For example, the university structures classes around massive lectures and assembly line assessments. A good Teaching Assistant will never let structural impediments hold him or her back from implementing collaborative, tech-friendly, and useful learning environments that resemble a small liberal arts experience. The key is learning how to use technology and techniques from the CETL training to overcome these challenges.

What resources do you need to be a good Teaching Assistant?

- Clear expectations from the professor of record
- A supportive group of other Teaching Assistant to talk to, bounce ideas off of

- Many sample problems!
- Online [feedback] is nice, in person feedback is best
- More training! Especially if you are going to lead discussion sections
- Training from educational personnel, meeting with department where you will be working as a Teaching Assistant
- Scaffolding
- More time, more support

- Computer and books
- Notes from previous Teaching Assistants help, textbooks
- Good communication and expectations set by instructor
- Sample syllabi from previous Teaching Assistants (show how to make expectations clear to students), Teaching Assistant office (my grad group doesn't provide, always tough to secure a comfy place to work and meet students)
- Support from professor
- Mentorship
- Access to previously used materials
- Study materials
- Concrete instructions on material students need to know
- All the resources (books, worksheets)
- Lab or class preparation
- Info about classroom technology, resources for facilitating classroom activities, support for interacting with professors or supervisors
- Materials for course, training of needed online tech, teaching resources and support
- Good communication with professors; guidance on what material to help the students focus on
- TAC; CETL - teaching community
- More training sessions
- Unsure if these [resources] should come from university, graduate group, department, or professor
- Help and support from supervisors
- A professor who cares about class and teaching

- Time to prepare, abundance and source material
- Proper training, community of experienced Teaching Assistants to support, help in lesson planning and teaching techniques
- Good training
- An older mentor rather than endless trainings in seminars would be much more useful
- Textbook and printing
- Textbook
- Feedback from students, a collaborative professor, resources online, but not necessarily three trainings a year
- A chalkboard and an office

- Smaller class sizes
- A good instructor or professor to be a Teaching Assistant for, textbooks; solutions to course textbook; department, instructor and PI support for being a Teaching Assistant; access to students online materials (Smartsite, HW problem sites, etc).
- Be able to talk to past Teaching Assistants about their experiences
- Feedback from professor of class
- Funding (lots of it); more curriculum guidance
- Less trainings and more online material
- You need to be able to discuss with other Teaching Assistants what works and what doesn't when you teach
- Instructor support, thorough training in how people learn and different learning styles
- Workshops, website, money
- Safety, expectations of professor
- Other Teaching Assistant friends
- Good management (head Teaching Assistants, lab coordinators), a take-charge professor that directs his or her Teaching Assistants well
- Material covered by professor in lecture and material professor expects Teaching Assistant to cover
- Supplies (markers, notebook, etc); professor available; professor who is willing to mentor Teaching Assistant

What are the most important characteristics of good Teaching Assistant training?

- Short and effective (less is more, something succinct)
- Useful to Teaching Assistants who want to be at the training
- Less than eight hours
- Accessible and hands on

- Emphasize more than just the 'nuts and bolts' talk about what makes a good Teaching Assistant, not just a barely competent one
- I think having more than one would be a good start! Also experience is hard to replace
- Listening, both the Teaching Assistants in training and the staff administering training, engaging, interactive scenarios
- Critical thinking
- Training to speak clearly and to the point
- Do not waste time on things like 'how not to play favorites,' spend more time on teaching methods with course-specific examples.

- How to lead a discussion group; facilitate connecting with previous Teaching Assistants, why redesign the wheel if already available?
- Communication and awareness of socioeconomic and cultural differences, learning styles
- Short and informative
- Brief and effective
- To the point, not a waste of time, active and engaging
- Experienced effective Teaching Assistants sharing techniques
- Hands on examples and realistic scenarios
- Relevant and applicable training, discipline specific, learning context specific
- Safety training-for the lab
- Simulate the experience and practice teaching
- I would do it at departmental level as it can be more specific, adjusted to the course taught
- Comprehensive, giving examples to trainees
- Walking through practicals Teaching Assistants will be presenting to students
- Activities!!
- How to manage students, safety training
- Listening to Teaching Assistant concerns, diverse representation (STEM and humanities), resources that the Teaching Assistant can take with them
- Precision of different course characteristics in training, brevity and clarity
- It should be specific to the environment that we will teach (lab, discussion, office hours, etc.)
- Covering basic pedagogy - how to effectively convey info; active learning
- Conflict resolution, unconscious bias, micro-aggressions!

- Tend to the real needs of Teaching Assistants, chances for Teaching Assistants to meet each other and become friends
- Actual feedback/interaction rather than just lecture training
- More about teaching and setting up activities or discussion
- I'm not sure
- Real examples
- Hearing from other peoples' experiences, not so much seminar or lecture style training
- Non-mandatory, some of the sessions may have been useful if we hadn't been forced and thereby reduced the quality of the environment for all students there

- Practical skills; participatory format; builds enthusiasm
- Good instructions; evaluation of Teaching Assistant in action; engaging
- Practice being in front of an audience
- Practice! Maybe have new Teaching Assistants shadow experienced Teaching Assistants
- Resource training (specialized websites)
- Put them online; make them optional, I've had one good training all year, that was only because she gave us good online resources
- Have an expert teaching you how to teach
- We spend too much time on legal considerations and none on how to teach effectively, people are strapped for time and need to learn how to be time efficient
- Concrete strategies, skills, examples, (positive) feedback
- Knowledgeable/willing to help students
- Not boring, interactive, useful
- Spending time on the subject matter more than esoteric stuff that is unlikely to actually occur
- Accurate simulation of teaching environment
- How to handle problem students; effective alternative teaching methods

Additional Notes

- "I'm a language Teaching Assistant and I found there to be a lack of support and resources for me. I'd like more classes on lesson planning and how to structure class. I found the sexual harassment training to be a joke. I was hoping for more info on perhaps how to identify victims instead of what to do and trivializing the scenarios."
- "For grad group students who bounce around seeking TA'ships in other departments, this is difficult because we are not supported and usually take positions that are less desirable because we are desperate for jobs. Some professors use TA's as work horses, which can be ok if the TA is passionate about the subject. I have TA'd 3 years because I spend so much more of my school life doing TA work than my own classwork/thesis, so I struggle to get through the quarters and complete my own obligations."

Also, as a Teaching Assistant I feel like there is no standard for me to be - I can be a superstar or just get by with as little effort as possible, but I don't know where the happy medium is."

- "The biggest problem is the idea that a Teaching Assistant position is somehow 'lower' than other types of support (GSR, Fellowships)."

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Appendix C

CETL Existing Resources for Teaching Assistants

As a point of reference, the programming typically available to graduate student Teaching Assistants through CETL consists of⁴:

- 3-4 two-hour workshops during Fall quarter
- 6 two-hour workshops during Winter quarter
- 6 two-hour workshops during Summer session
- 3 one-hour workshops during Teaching Assistant Orientation before Fall quarter
- Statement of teaching philosophy consultation
- Video consultation, Teaching Assistants class is videotaped
- Mid-quarter interview, consultant interviews class when Teaching Assistant is not present
- One-on-one consultations available throughout the year:

- Presentation skills
- Classroom observation
- General consultations
- Graduate Teaching Community

⁴For more information on Teaching Assistant consultations, see the CETL website.

Appendix E: 2015-2016 Reports

CGPSA Diversity Subcommittee

End of the Year Report

Spring 2016

Members: Gabrielle Names, Yoonjung Lee

<Fall Quarter>

- Identification of issues with diversity
 - After re-examining the 2014 Campus-wide survey conducted by former CGPSA members, we identified a major gap between the graduate and professional students' needs (teaching, financial care, health, community building etc.) and the various service centers on-campus that actually meet those needs (Center for Educational Effectiveness, Student Health Care Center, Cross Cultural Center, etc.). Many graduate students are unaware of the roles of these services, let alone their existence. Given that many centers have Graduate Student Researchers (GSR) working towards assessing and addressing graduate students' needs, we deemed that making the Community Resource and Retention Centers' information more readily available to the graduate student population our top priority.

<Winter Quarter>

- Identifying the limitations to campus services
 - After talking to a few of the GSRs who are located at the Student Community Center (Jinni Prahdan, Beth Boylan, Trisha Barua), we learned that they need much more support to be able to reach the vast graduate student population. A few concrete recommendations came out of this conversation:
 1. Keeping the GSR information under the individual centers' websites, but highlighting a grad student page. If possible, having a separate webpage for GSRs (as opposed to the small mention they get under the separate website) that is linked to Grad Studies page.
 2. Allowing GSRs to have more direct access to graduate student email listservs.
 3. Introduce the GSRs during new student orientation Week of Welcome (WOW).
 4. Installing pamphlets/other materials with information about the campus services at other relevant locations that are often more frequented by graduate students.
 5. Making an app for graduate students that is similar to UC Davis Mobile or adding a tile for graduate students specifically.

<Spring Quarter>

- Meetings and e-mail communications with relevant members:
 - Sheri Atkinson (Executive Director of Community Resource & Retention Center), Trisha Barua (GSR), and Sarah McCullough (Strategic Initiatives Coordinator) who agreed with putting a copy of the Student Community Center GSRs on the Graduate Student Resources webpage under Campus & Community Services and a link to the Community Contacts brochure on the Diversity webpage (after consulting with the diversity officers). There was also interest for having the information included in the "Did you know" section of GradLink. During later communications Marilyn Derby (Interim Marketing & Communications Coordinator) assured us that these were all implementable tasks. Sheri Atkinson confirmed that she would update the Marketing and Communications Coordinators of any future changes to the GSR information.

- Report to Dean Mohapatra:
 - The most important thing to share with the Dean is that, although Erica is already working on it, we strongly believe that the centers and their GSRs should be introduced during the week of welcome. In addition, the GSRs would also be interested in participating in a meet and greet type of event later in the quarter (and would love any amount of financial or organizational support from Grad Studies to make this event possible, as they themselves will be somewhat overwhelmed beginning their new positions). This event would preferably be a couple weeks into the quarter, rather than during WOW week, because they will be in intensive training the week of WOW.

- Still continuing:
 - One of the strategies we think may help to increase the visibility of these groups to graduate students is to have pamphlets about these Centers available in locations that graduate students (especially those in need of these resources) may frequent more regularly. One such location we were thinking about would be the Police Department office on campus. We have contacted the outreach coordinator (Officer Ray Holguin), but have not heard back from the Police Department, yet.
 - We also contacted Patrick Turner in the Registrar's office about adding a tile to the My UC Davis app but have not heard back from them.

<Future Recommendations>

- Utilizing research on campus:
 - Many graduate students and undergraduate students are interested in ESL undergraduate and graduate students' experiences on campus. They actually conduct

interviews and surveys and even have recommendations for how the university can help increase retention. Either the CGPSA or GSA could send out calls to people who are interested in diversity and retention issues and have a conference where all of the campus services would come together and pitch their ideas. Better yet, the Chancellor could attend these conferences to get a general sense of the effectiveness of the programs that are in place. At the very least, such reports could be funneled through the Undergraduate Research Center as a professionalization experience and be sent to relevant offices (in this example, the SISS and CEE) in polished report formats. This idea has been tentatively presented to Angela Narisara Carter (GSR) and her supervisor Tammy Hoyer at the URC.

- Mentoring issues:
 - Although Grad Council is supposed to be in charge of this issue they have made very minimal progress. The GSA students who have been involved have been frustrated with the limited action that has been taken, which involves simply the creation of two new "good mentorship" awards for faculty members that are especially good mentors. We think more serious actions need to be taken. The issue of poor and abusive mentors is still a serious problem that has yet to be dealt with adequately, despite the strong support of many professors and students across campus. Though we do not think it is worth specifying any specific recommendations, as the GSA working group has already worked tirelessly to come up with very good ones, we simply want to remind the Chancellor of the gravity of this issue as it is an issue that has tremendous effects on especially underrepresented students.

Chancellor's Graduate and Professional Student Advisory Board: Updating the Chancellor
Wednesday February 24, 2016 4:00pm-5:00pm, Mrak 203

List of attendees:

Chancellor Linda Katehi
Karl Engelbach
Dean Jeffery Gibeling

CGPSA:

Angela Monterrubio
Arik Davidson
Erica Vonasek-Eco, Chair
Gabrielle Names
Hilary Beckmann
Karl Larson
Laura Emberson
Marwa Zafarullah
Melissa Ibarra
Yoonjung Lee

Agenda:

- Diversity Survey Sub-Committee: Final Recommendations (see below)
- Financial Support Sub-Committee: Final Recommendations (see below)
- New Issues CGPSA is focusing on
 - Student Family Housing
 - Financial Support
 - Mentorship (in collaboration with GSA)
 - Hazardous Material Transport within Campus
 - TA applications

Other for the Chancellor to comment on: "[Greater Risk for Oil Train Explosion](#)" – is this a general concern for UC Davis?

Diversity Sub-Committee Final Recommendations:
4 Recommendations from the Diversity Sub-committee

Many students are unaware of the availability of Student Community Center services, many of which focus on making UC Davis a more inclusive community to diverse students. In the 2014 CGPSA survey on Diversity and Campus Climate, many students also express that they would like to know more about these services. GSRs at the SCC have also expressed that they would like more support to be able to reach the vast graduate student population. Here are 4 suggestions we would like to implement to begin ameliorating these issues:

1. Create a webpage with information about the Student Community Center (SCC) GSRs that is like to the Graduate Studies and MyUCDavis webpages.

2. Introduce the SCC and the SCC GSRs during new student orientation Week of Welcome (WOW).
3. Install pamphlets with information about the SCC at locations on campus that are regularly frequented by graduate students.
4. Make a tile on the MyUCDavis webpage that is devoted to information about the SCC resources.

Financial Sub-Committee Final Recommendations:

Reconvene/Reassemble Grad Student Financial Support Coordinating Committee (members: 3 CPGSA, 3 GSA, and grad studies and financial aid representatives). Items to discuss:

- Determine which of the May 2015 deliverables were actually met
 - Discuss status of GradHUB website development
- Draft and send out survey to Grad/Professional students RE: student satisfaction with UCD financial/payroll administration (for Spring)
- Draft and approve a “Financial Support Plan” document that is included/filled out/approved with the annual grad studies progress report
- Draft and approve a “Customer Service Mission Statement” from financial aid/payroll administration to incoming 2016-2017 students

Appendix F: 2016-2017 Reports



**Chancellor's Graduate and Professional Student
Advisory Board (CGPSA)**

Final Report and Recommendations
2016-2017
Published June 14, 2017

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The 16-17 Board



From Left: Laura Emberson, Grace Guo, Sarah Messbauer (Chair), Dean Prasant Mohapatra (Dean of Graduate Studies and Vice Provost of Graduate Education), Marwa Zafarullah, Arik Davidyan (withdrawn), Interim Chancellor Ralph Hexter, Dayna Isaacs, Richie Kaur, Heidi Schweizer, Michelle Rodriguez, Scarlett Kingsley, Gabrielle Names (withdrawn), and Jared Joseph

Note from the Chair

Since its founding in 2009, the Chancellor's Graduate and Professional Student Advisory Board (CGPSA) has been a critical channel for communication and engagement between postgraduate students and senior administrators here at UC Davis.

The 16-17 academic term was a challenging year for CGPSA, but one which ultimately yielded great things. For the first time since its founding, the board drafted a set of bylaws and established a communication plan. It is our hope that such steps mark the beginning of serious efforts to maximize the transparency, accountability, and impact of this organization.

The committee, pictured above, devoted significant time to determine which issues were of critical importance to UC Davis graduate and professional students. After an intensive period of deliberation, three subcommittees—Diversity, Finance, and Mentorship—were established to focus the

activities of our members on issues of primary concern to their constituents.

Contained within this report are the results of those activities—a detailed set of concrete and timely recommendations on how best to improve the UC Davis experience for one of our largest and most important campus communities.

It was an honor and a privilege to work with such a motivated and passionate group of student advocates. On their behalf, I thank everyone who assisted with this year's efforts and look forward to the changes their hard work will surely inspire.

Sincerely,

Sarah Messbauer, [GSADC](#)

16-17 Chair, CGPSA

Executive Summary

Diversity:

Goal: Alleviate disparities for international and undocumented students in order to promote educational, professional, and social equity among graduate and professional students.

Areas of Research:

1. Investigating options to alleviate limited availability of long-term counselling during a time of increased demand
2. Exploring options to expand Immigration Law Clinic resources/campus-wide support
3. Documenting post-graduate career opportunity barriers for these groups and exploring strategies to remove these barriers using existing and/or additional campus resources

Solutions and Recommendations:

1. Alleviate barriers to long-term counseling services
 - a. Improve/increase transportation options to Sacramento
 - b. Add clinical psychology program to graduate education offerings
 - c. Provide on-campus long-term counseling
2. Enhance law resources and campus community
 - a. Hire deportation defense attorney
 - b. Offer faculty-led undocumented student seminar
 - c. Increase UndocuAlly Educator Program participation
3. Promote career opportunities for international and undocumented students
 - a. Direct the Internship and Career Center (ICC) to create an International/Undocumented Career Success Center, and hire a director to lead this program
 - i. Services to be offered: job search strategy seminars, networking events with startup companies, one-to-one advising
 - b. Build graduate/professional alumni community of specifically non-US citizens
 - i. Create mentorship program and referral pipeline

Finance:

Goal: Improve financial security and solvency for all graduate students.

Areas of Research:

1. Examining current funding policies and salary scales used for Graduate Student Researchers (GSRs) and Teaching Assistants (TAs) across several departments to identify strengths and deficiencies
2. Comparing cost of living increases in Davis with increase in GSR and TA salaries over the last 10 years
3. Evaluating possibilities for extending the scope of university-backed low-interest loan programs for faculty and students

Recommendations:

1. Implement a guaranteed funding policy to ensure financial security
 - a. Offer five years of guaranteed minimum (“living wage”) funding for Ph.D. students and two years for Master’s students (by thesis)
2. Review and standardize pay equity policies within colleges
 - a. Standardize GSR scales within colleges
 - b. Conduct full review of GSR pay scale data collected by board for future use
 - i. Preferably completed by the Graduate Studies Policy and Data Analysis unit in the 17-18 academic year
3. Increase availability of—and access to—graduate student loans
 - a. Expand access to existing graduate student loan programs
 - b. Create a new type of loan for incoming first year students to assist with the transition to UC Davis

Mentorship:

Goal: Identify how to improve access and use of mentorship resources at UC Davis.

Areas of Research:

1. Increasing visibility of existing mentorship resources and creating tangible incentives for faculty to use those resources
2. Expanding student-centric resources for graduate and professional students that address how to become a better mentee

Recommendations:

1. Create a Center for Campus Mentorship, under the Graduate Studies division
 - a. Hire two staff members (One 50% faculty appointment, one staff appointment)
 - b. Three areas of development:
 - i. Student Services
 1. Point of contact, matching and evaluation programs
 - ii. Information Management
 1. Website management, mentorship ‘Out List’ like that provided by the UC Davis LGBTQIA+ Resource Center, resource advertising
 - iii. Programming
 1. Mentee seminars, existing program support, annual report creation

Subcommittee Reports 2016-2017

Diversity Subcommittee

Members: Dayna Isaacs, Grace Guo, Heidi Schweizer, Marwa Zafarullah

1. Summary

Goal: Alleviate disparities for international and undocumented students in order to promote educational, professional, and social equity among graduate and professional students.

Areas of Research:

1. Investigating options to alleviate limited availability of long-term counselling during a time of increased demand
2. Exploring options to expand Immigration Law Clinic resources/campus-wide support
3. Documenting post-graduate career opportunity barriers for these groups and exploring strategies to remove these barriers using existing and/or additional campus resources

We connected with Counseling and Psychological Services (CAPS), the AB540 & Undocumented Student Center, the Graduate School of Management (GSM), the Internship & Career Center (ICC), and GradPathways in order to better understand these issues. Our proposed solutions include: establishing a UC Davis clinical psychology program, hiring a deportation defense attorney, and creating an International/Undocumented Student Career Success Center. We believe that resolving issues surrounding international and undocumented students will also benefit the general student body to create a more supportive, understanding environment for all students, faculty, and staff members.

2. Introduction

A new federal administration has begun to impose significant immigration reforms which directly affect several international and undocumented graduate and professional UC Davis students as well as their immediate families. Although the logistics of the future immigration environment remain opaque, we believe it is important to actively address student concerns and prepare UC Davis in anticipation of potential changes.

Limited availability of long-term mental health providers has been an ongoing problem at UC Davis. The campus Long Range Development Plan projects that UC Davis may need to accommodate more than 6000 new students in the coming years. We anticipate the larger student population will increase long-run demand for all services on campus and within Davis, including long-term counseling services. Moreover, in the near-term, undocumented and international students have collectively been seeking more mental health services due to recent academic, family, and personal stressors. For example, according to Andrea Gaytan of the AB540 & Undocumented Student Center, some affected students are in the process of accelerating their academic plan to secure their degree.



While UC Davis’s Immigration Law Clinic provides services such as paperwork assistance and “know your rights” education, deportation defense is not offered. According to Andrea Gaytan, our UC Davis attorney has an extensive waiting list for students seeking assistance for immigration issues other than deportation, and a deportation case would require a primary focus on one student for several months. We expect deportation issues to arise in the near future and feel that our clinic may be under-resourced. Furthermore, students utilizing the AB540 & Undocumented Student Center have reported gaps in knowledge pertaining to immigration widely across campus. This especially poses an obstacle when receiving financial aid or counselling services, as very few staff members are trained to assist these students.

Lastly, undocumented and international students have experienced barriers in obtaining full-time employment and paid internships due to documentation and sponsorship issues as well as due to stigma or uncertainty. Employers have limited knowledge about H1-B sponsorship and other factors involved in the hiring process. We expect these problems to worsen with upcoming national policy changes. Smaller businesses have provided the majority of new jobs in the United States (U.S.) for the past four decades; domestic startup companies may be worth targeting for these students.¹

3. Potential Solutions and Recommendations

3.1 Alleviate barriers to long-term counseling services

Solutions:

- 1. Enhance the already existing transportation service** to midtown Sacramento and improve the accessibility of transportation services. This would expand the pool of providers students can access.
- 2. Add a clinical psychology program to UC Davis** to increase practicing psychologists in the area and/or contract with nearby clinics to specifically see UC Davis students.
- 3. Provide long-term, on-campus counseling** to maximize access for students facing barriers to the above two solutions.

Recommendations: These solutions address the fact that there is shortage of long-term counseling availability within Davis. CAPS recommended Solution #1, which our committee supports. Additionally, Interim Chancellor Hextor endorsed our second solution and

¹The Surprising Truth About Where New Jobs Come From, Forbes.
<https://www.forbes.com/sites/stevedenning/2014/10/29/the-surprising-truth-about-where-new-jobs-come-from/#4917d6eb3382>

recommended connecting with the psychology department to explore this possibility.

3.2 Enhance law resources and campus community

Solutions:

1. Bolster Immigration Law Clinic resources. Hire another UC Davis attorney (per diem, if necessary) to offer deportation defense for UC Davis students and immediate family members. In addition to graduate and professional students, this attorney could serve undergraduate students.

2. Compensate a faculty member to offer an annual seminar on undocumented students open to graduate/professional students, undergraduate students, faculty, staff, and community members. Topics could include: the California Master Plan as it pertains to immigration, student experiences, advocacy, activism, and the idea behind safe campus spaces. This can serve as a campus-wide educational and supportive tool for affected students and allies, integrating the academic and co-curricular worlds to initiate meaningful discussion among UC Davis campus and community members.

3. Strongly encourage UC Davis faculty/staff participation in the UndocuAlly program to increase availability of resources for undocumented students and promote campus unity.

Recommendations: Expanding our law clinic resources should be a high priority to assist students and immediate family members with anticipated deportation cases. These cases may catastrophically affect students and our campus community in terms of well-being, family life, education, and career opportunities. We believe that one immigration attorney would be a great start, although more may need to be hired over the next few years if demand increases. Solution #1 and Solution #3 were recommended by Andrea Gaytan of the AB540 & Undocumented Student Center, both of which our committee endorses. Andrea also recommended further promotion of the UndocuAlly training across campus as opposed to making it mandatory, as many staff and faculty are unaware of the training. Interim Chancellor Hexter recommended communicating with the dean of the UC Davis School of Law for Solution #1 and discussing Solution #2 with the Human Rights Minor faculty.

3.3 Promote career opportunities for international and undocumented students

Solutions:

Hire a full-time staff member to establish an International/Undocumented Career Success Center to complete the following tasks:

1. Create resources. Prepare a short “how-to” video for small companies about guidelines for hiring international/undocumented students as well as a similar video for students about H1B sponsorship. In addition, provide a succinct list of steps and

resources for startups and students to reference, including UC Davis legal resources.

2. Prepare a program to help international and undocumented students to find jobs which includes career consultation services. Major components could include a successful job hunting seminar, a referral service targeted at startup companies, and one-on-one appointments to understand both the rigorous academic and professional requirements as well as the “persistence” mentality needed to navigate the job market.

3. Utilize the UC Davis alumni network. Track and identify international and undocumented alumni who successfully launched their career in U.S. companies to invite them back to share their experiences with students. Also, construct a list of alumni who work in startup companies or funded startups so that they can refer international and undocumented students to part-time jobs and/or internship opportunities.

Recommendations: Establishing employment resources for international and undocumented students will assist with securing full-time work and/or internships. We arrived at these solutions by interviewing 30 students (both domestic and international) as well as 10 companies at the May 2017 Startup Career Fair held on campus. Furthermore, Elizabeth Moon, Associate Director of Career Development at the Graduate School of Management, provided constructive suggestions. A main theme of the career fair was that both students and potential employers viewed H1B visa sponsorship as a complex, costly, and risky process. Moreover, Interim Chancellor Hexter endorsed Solution #3 and recommended connecting with Global Affairs and the California Alumni Association to achieve this.



Finance Subcommittee

Members: Richie Kaur, Jared N. Joseph

1. Summary

Goal: Improve financial security and solvency for all graduate and professional students.

Areas of Research:

1. Examining current funding policies and salary scales used for GSRs and TAs across several departments to identify strengths and deficiencies
2. Collecting data on cost of living increases in Davis compared with increases in GSR and TA salaries over the last ten years
3. Learning more about university-backed low-interest loan programs for faculty and students to evaluate possibilities for extending the scope of such programs

Based on our research and findings, we have made a set of recommendations in this report that will help improve financial security and income parity among graduate students, and will generate greater financial support options for professional students. These recommendations include: offering guaranteed minimum (“living wage”) funding to incoming Ph.D. students for a period of five years; standardizing GSR pay scales within schools and colleges; and expanding access to existing graduate loan programs to ease the burden of transitioning to life and work at UC Davis.

2. Introduction

UC Davis prides itself for being a top-tier research university, and research-related funding is perceived as both a badge of honor and validation of graduate students’ commitment to research. Yet, in spite of performing a significant portion of the work involved in conducting that research, graduate students often face financial hardships. Currently, there is no formal policy for ensuring funding for graduate students for the duration of their degree programs. Graduate students typically spend two to seven years performing rigorous research but in some cases have no clear picture of their financial situation beyond an academic quarter. This has resulted in situations where students are, at times, left in under-funded or even unfunded financial situations, with the onus of finding additional support—through additional campus employment, loans, or off-campus jobs. This lack of a formal financial support policy has led to a range of documented welfare issues including, but not limited to: stress, poor physical and emotional health, and lower productivity. Without certainty of funding, students are compelled to either find funding under considerable pressure or face removal from a program due to sudden changes in funding availability.

During this year, the Finance Subcommittee researched three funding areas that greatly affect the financial health of the graduate student population. We have developed specific recommendations to address these issues. Our recommendations will help 1) offer financial security, 2) reduce income disparity and, 3) provide greater financial support resources to students. Additional benefits may include improving student retention and progress, and making UC Davis more attractive to the best and the brightest students looking to pursue graduate studies.

3. Potential Solutions and Recommendations

3.1 Implement a guaranteed funding policy to ensure financial security

Solution:

1. Offer guaranteed minimum (“living wage”) funding to incoming Ph.D. students for a period of five years, and Master’s (by thesis) students for a period of two years

Recommendation: Some academic programs have guaranteed a minimum level of funding for incoming students. Understanding how and to what effect such programs are implemented is critical for broadening funding guarantees. By copying the processes employed by these programs, other programs within the same college will likewise be able to guarantee funding for incoming students.

A very important consideration while calculating “minimum” funding is to ensure that salaries are commensurate with the cost of living in Davis. We collected data on the increased costs of housing in Davis over the last 15 years (Appendix 1). These costs must be factored in to current and future wage adjustments to ensure a “living wage” is provided to all graduate and professional students. While housing is the largest financial stressor, other costs of living (food, childcare, transportation) also need to be incorporated into this analysis. **We recommend the appointment of a project specialist to analyze and collect more data, with the goal of establishing a quantitative “minimum funding” recommendation to share with programs.**

We applaud Dean Mohapatra’s new Dean’s Distinguished Graduate Fellowships—which provide up to three years of funding to incoming students—and we advocate for the rapid expansion of this program to a larger number of students. Furthermore, such programs should not be restricted to just new incoming students; continuing students should have access to such valuable funding sources as well. Such programs will undoubtedly go a long way in achieving financial security for graduate students.

3.2 Review and standardize pay equity scales within colleges

Solution:

1. Standardization of GSR scales within schools

Recommendations: Due to the wide disparity between the funding awarded to departments across disciplines (STEM and Social Sciences) adoption of one uniform GSR scale for the entire university would be difficult. However, it might be more feasible to **standardize scales within schools**, as the funding available to departments within a discipline tends to be more closely aligned. Standardizing scales could help reduce the disparity of pay between two students conducting research on similar topics and working for the same PI. At present, PIs may pay two people doing identical work at two different scales, depending on the students' graduate group or department.

Following the creation and dissemination of a campus-wide survey, the Finance Subcommittee has collected GSR and TA pay scales used by several departments and graduate groups (Appendix 2). While some pay scales may "look" similar, the steps at which students are paid vary widely across departments. Differences continue to accrue based on stage in the program (new, Master's achieved, advanced to candidacy), as different programs require different milestones in order to progress to a higher pay grade. The Finance Subcommittee thus recommends a **thorough analysis by a policy and data analysis specialist** in order to examine the disparity in pay scales as well as the policies that have led to the use of disparate pay scales. Based on this analysis, Graduate Studies should work with relevant campus units to develop and enact a uniform compensation policy across departments within schools or colleges.

3.3 Increase availability of—and access to—graduate student loans

Solutions:

1. Expand access to the existing graduate loans
2. Create a new class of loans for incoming first year students specifically made to cover initial expenses before the first pay period for campus employment

Recommendations: The Financial Aid Office offers graduate student loans on its [website](#). However, its existence is not well advertised, the process to apply is absent, important details such as interest rates are missing, and the restrictions are prohibitive for those who may need it most. The short-term loan is a possible solution to the universal problem of first year students waiting for campus disbursements for several months when they first begin their programs. Yet, access to these loans is restricted to those who owe \$100 or less on their account, *restricting access to these loans to those who have already established themselves in Davis, have sorted out the initial financial paperwork, and have already been paid*. We recommend **enhanced clarity and publication of these resources, and removal of limitations that preclude access** to these resources by those that are experiencing the greatest need.

4. Conclusion

We highly recommend the expansion of existing guaranteed funding policy models to a larger number of graduate programs. Guaranteed funding models are by far the most effective way to

provide financial security to students and to ensure their well-being as they spend up to seven years working and studying at UC Davis.

A project specialist should be appointed to the Policy and Data Analysis unit of Graduate Studies to analyze this information and collect additional data to provide recommendations on 1) ensuring all graduate students earn a “living wage”, and 2) developing a uniform pay policy across departments and colleges. The analyst should provide the results to Dean Mohapatra, Chancellor-Designate May, and the 17-18 CGPSA board for their use in the upcoming academic year.

Second, we recommend that information about loans and other short-term financial aid resources already available to graduate students be better disseminated to the student population through better advertising and communication practices, ideally through a combination of website redevelopment and direct emailing.

Finally, we recommend that incoming graduate students be provided with immediate financial resources such as relocation packages or newly-derived incoming student loan programs as they are often left unsupported during an already difficult period of transition.

Mentoring Subcommittee

Members: Laura Emberson, Michelle Rodriguez, and Scarlett Kingsley

1. Summary

Goal: Identify how to improve access and use of mentorship resources at UC Davis.

Areas of Research:

1. Increasing visibility of existing mentorship resources and creating tangible incentives for faculty to use those resources
2. Expanding student-centric resources for graduate and professional students that address how to become a better mentee

Mentoring on the UC Davis campus has been pinpointed as an area for improvement by faculty, administration, and students for nearly a decade. In addition to ongoing efforts by Graduate Studies, Graduate Council, and the Graduate Student Association to create resources, change policies, and engage the campus in an effort to change campus culture, the CGPSA Mentoring Subcommittee has identified two key components lacking on our campus' ability to address graduate mentorship. First, there is not a centralized effort driving the campaign and second, there is a dearth of resources to assist students in becoming better mentees. To bolster these two components, we recommend creating two Mentorship Officer positions that are dedicated to facilitating the mentor-mentee relationship between graduate/professional students and their faculty mentors. These positions would centralize the disbursed but numerous programs available on campus to ease access for students seeking such resources. The officers would also create a new seminar series focused on how to be a good mentee. This series would complement the Mentoring at Critical Transitions workshops that currently address the relationship from a mentor's perspective, and is geared toward faculty and TAs.

2. Introduction

Proper mentorship is an essential component of graduate education, postgraduate career success, and holistic student wellness. Positive and fully-functional mentor/mentee relations are imperative for supporting faculty research and building strong departments that attract top personnel, be they students or faculty. However, building an effective mentor/mentee relationship is a learned skill and both parties always have room for improvement. In a 2015-2016 campus survey on mentorship administered by the Graduate Student Association (GSA), 51% of the respondents reported not being completely satisfied with their mentor-mentee relationship. Some of the top reasons cited for student dissatisfaction include:

- Mentor was/is unavailable (e.g. physically absent, too busy to meet, absent-minded)

- Mistreatment (e.g. disrespectful personal interactions, hostile work environment, discrimination)
- Lack of guidance & unclear expectations (e.g. lack of guidance to secure funding, providing misinformation, withholding feedback on written work)

Attributes of good/successful mentoring at UC Davis were also highlighted through the survey and include mentors that:

- Provide detailed, invested, personalized, and directional research advice
- Offered confidence and non-judgmental positive reinforcement
- Recommended resources, professional development opportunities, and additional mentors
- Made time for students and were available to talk in the case of difficulty in academics or in life

In 2016 Graduate Studies also issued a report on mentorship based on the findings of the 2009 Graduate Student Retention Task Force survey, indicating that 21% of respondents that had a major professor did not rank the quality of mentorship as “good or better”. The negative findings in campus mentorship surveys are symptomatic of the lack of institution responsibility for fostering these essential skills.

The Mentorship Subcommittee spoke with several experts on campus regarding how best to bolster graduate student mentorship. When identifying resources, the subcommittee spoke with several people in Graduate Studies, including Dr. Steve Lee, the [Graduate Diversity Officer](#) for the sciences. He provided us with a well-developed list of resources that the subcommittee expanded based on our own research. Following regular consultations with Dr. JP Delplanque, Associate Dean of Graduate Studies, Lee’s resource document has been made available on the [Graduate Studies website](#). There has also been an effort to centralize information for graduate students on the Graduate Studies website, in alignment with Graduate Council’s Graduate Student Mentorship Action Plan (GSMAP) initiatives signed in June 2016, however the task is much larger than originally anticipated.



The subcommittee recognizes that on the UC Davis campus there exists potential mentorship resources that remain untapped by graduate students, such as the wealth of resources, networks, and knowledge possessed by our Extension Specialists and professionals. Ideally, the new Mentorship

Officers would not only centralize existing mentorship resources, but pursue avenues to expand mentorship capabilities on campus.

The subcommittee spoke with Dr. Teresa Dillinger, [GradPathways](#) Director, to discuss mentorship resources on campus as well as to seek guidance related to the creation of Mentorship Officer positions. The subcommittee discussed potential duties of an Officer of Campus Mentorship in addition to logistics such as: challenges/limitations, location of position, and further recommendations. Dr. Dillinger offered background information and insight as to where the position might be housed. As GradPathways provides professional development training for graduate students, a position related to faculty development of mentoring skills would not fit within this program. She mentioned that a position of this nature might be housed in Academic Affairs, given that they also provide new faculty orientations and additional faculty development opportunities. Housing the position under Academic Affairs has its own host of pros and cons related to historical responsibility of graduate education within Academic Affairs. Due to this history, if the position was in AA it may not have the support and network needed to complete the proposed goals, but this was not discussed at the Dillinger meeting.

Dr. Dillinger also presented us with an understanding of potential limitations in implementing this position. The most prominent being the difficulty of having only one Mentorship Officer position, she instead suggested having at least two positions. As a subcommittee, we took all of Dr. Dillinger's advice into consideration and integrated her recommendations into the duties for an Officer of Campus Mentorship position. Overall, Dr. Dillinger is highly supportive of improving and expanding mentoring development opportunities to enhance graduate education.

3. Recommendations

It is essential that two Mentorship Officer positions are created. In the next two to three years, their main tasks would be to compile existing data (outlined below) from across campus into a central database for the benefit of graduate and professional students. They would also serve as student advocates, assisting individuals that require additional help navigating university culture and policies.

Within five years, these positions would develop new resources and a seminar series on topics with direct impact on the efficacy of graduate student mentorship (outlined below). This position would prioritize the duties outlined in the interpersonal category. To successfully complete these tasks within five years, the Mentorship Officers will need to work closely with all graduate and professional degree programs. The duties stated in the technical category are specifically designed to be expanded each year. This means that by the end of the initial five years development period, these officers would have an adequate network of contacts to fulfill the duties proscribed below. The duties defined in the programmatic/resources category are best suited for development after the first year. Ideally the hire for this position would have enough background and experience to develop a seminar series and execute a comprehensive assessment of campus mentorship programming after the first year.

The duties for the Officer of Campus Mentorship position include:

Student Services (begin first year):

1. Connect mentees to a mentor
 - a. Collaborate with Program Coordinators for students in need
 - i. Establish contacts in each department
 - b. Identify people who would make good mentors outside the program
2. Facilitate mentor/mentee relations when asked
 - a. Serve as resource for graduate and professional students when issues arise and when exceptional mentoring occurs
 - b. Collect information on who receives mentor awards from the various entities on campus
 - c. Assist if changes in mentor are needed
 - d. Be a confidential resource (not a mandatory reporter)
3. Be a point of contact and assist students in finding best resources for specific issues of concern
 - a. Hold knowledge of institutional channels, organizations, and department hierarchy
 - b. Be an ally for students
 - c. Avoid students being passed from one contact to another

Information Management (begin first 5 years):

1. Curate existing programs that facilitate good mentorship onto a Mentoring website
 - a. Use Graduate Studies Resources landing page as a starting point
 - b. Update website often (weekly or daily)
2. Compile mentorship lists based on identities
 - a. Find existing lists, such as the Out List and the Student of Color Mentorship Program
 - b. Create new lists and solicit participation
3. Advertise mentorship workshops on campus
 - a. Through website and emails
 - b. Coordinate with Program Coordinators to not duplicate efforts

Programming (begin after 5 years):

1. Create at least two annual seminars that focus on being a good mentee
2. Create annual report on campus mentorship
 - a. Use answers in online Student Progress Assessment (SPA) to make evaluations
 - i. SPA pilot year in 2016/2017, full roll out 2017/2018
 - b. Complement SPA with other information resources available
3. Have information on mentoring websites and programs on campus

- a. Including but not limited to flyers, pamphlets, URLs
- b. Track all announcements that go out

The subcommittee's final recommendation is to create a Mentorship Resource Center to foster best mentoring practices in graduate and professional education. A campus Mentorship Resource Center in Walker Hall could house the Mentorship Officers and provide space for their programming. Davis has a strong history of creating centers and employing strong directors as a means of tackling specific student needs. Examples include the Graduate Academic Achievement and Advocacy Program (GAAAP), the Cross Cultural Center (CCC), and the Women's Resources and Research Center (WRRC). In addition to the Officers themselves, peer advisors, similar to those utilized in the ICC, would allow students to get one-on-one support for challenging mentorship situations.

4. Conclusion

This subcommittee approaches the need to improve mentorship at UC Davis from a variety of perspectives, including the personal experiences—both positive and negative—of each member. The subcommittee also recognizes the different mentorship challenges faced by our diverse graduate student population, and aims to approach this issue accordingly.

UC Davis prides itself as an institution that values diversity and upward mobility. The university must give graduate mentorship the attention it deserves to the success of our diverse students and the opportunity for all students to attain personal and professional growth. Students that are not given good guidance and mentorship are less likely to complete their graduate degrees in a sufficient amount of time while also creating a financial strain on departments. Finally, the reputation of UC Davis is carried to a large degree by the alumni who go out into the world equipped with the skills taught at this institution. The choice not to prioritize graduate student success through mentorship is a risk to the future reputation of our university as a whole.

Enacting the recommendations provided above will eliminate this risk through direct programming and student support. Establishing a Mentorship Resource Center for the campus will create a centralized location for existing mentorship resources, ease the creation of new mentorship resources, and provide a space that invites faculty and students to engage with the topic outside of their programs. A Mentorship Resource Center, staffed by Mentorship Officers recruited from faculty and staff roles, would thus stand as a symbol of UC Davis's commitment to excellence in mentorship throughout higher education.